

FIVE QUESTIONS
ONE MISSION
BETTER LIVES FOR KENTUCKY'S PEOPLE



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2005 - 06
KENTUCKY
POSTSECONDARY
EDUCATION
ACCOUNTABILITY
REPORT

January 2007



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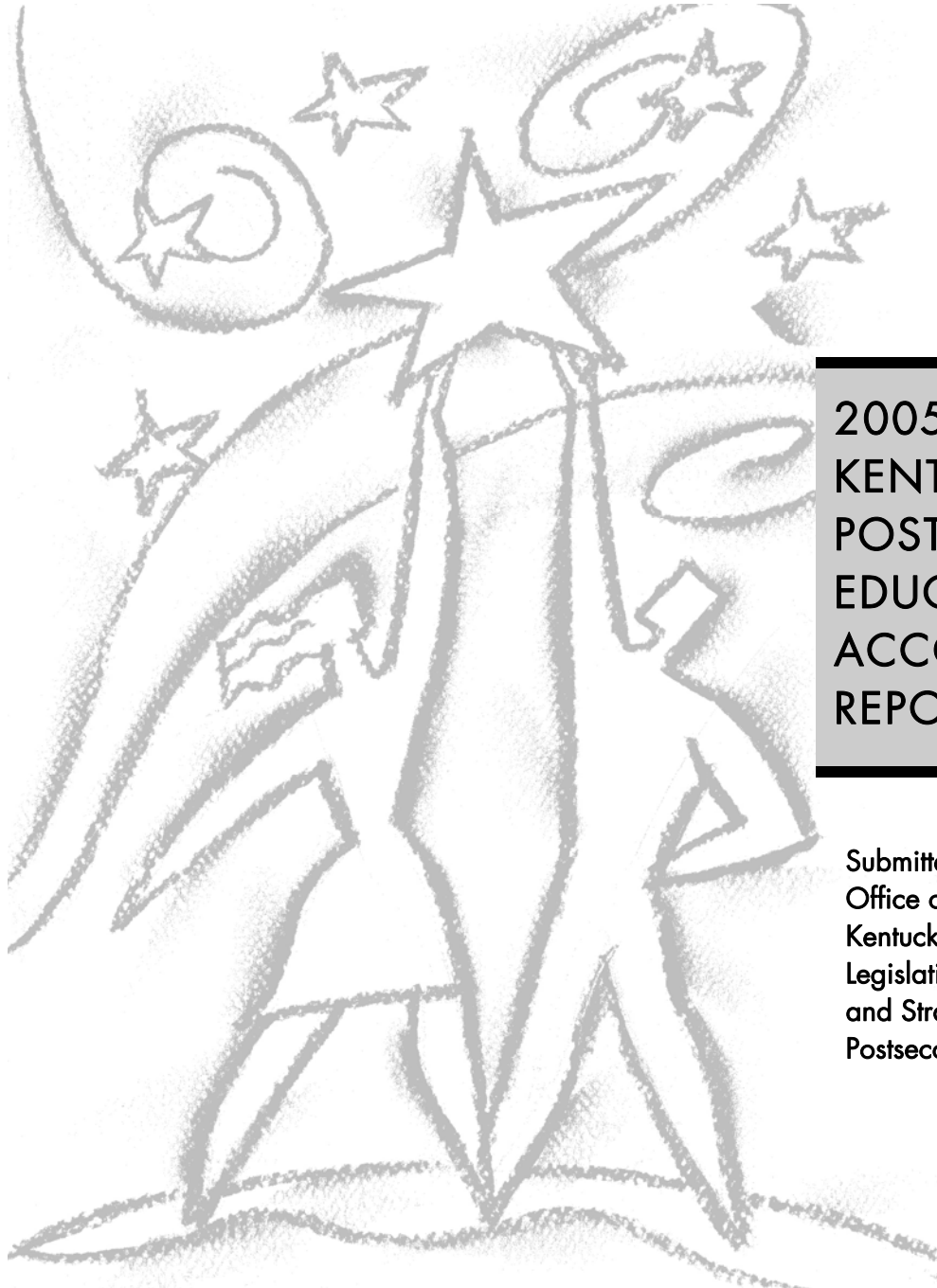
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The Kentucky Council on Postsecondary Education, a sixteen-member board appointed by the Governor, is the state coordinating board for postsecondary and adult education in Kentucky. The Council coordinates change and improvement in adult and postsecondary education as directed by the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

Kentucky Council
on Postsecondary Education



2005 - 06
KENTUCKY
POSTSECONDARY
EDUCATION
ACCOUNTABILITY
REPORT

Submitted to the
Office of the Governor,
Kentucky General Assembly,
Legislative Research Commission,
and Strategic Committee on
Postsecondary Education



Kentucky Council on Postsecondary Education

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Governor

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Thomas D. Layzell
President

January 22, 2007

The Council on Postsecondary Education is directed by statute to provide the Governor and the members of the General Assembly an annual accountability report on Kentucky's postsecondary education system. The report documents systemwide and institutional progress in advancing the Public Agenda and the mandates of the *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1) and reviews initiatives to be undertaken during the next year.

The 2005-06 accountability report includes an executive summary organized by the five questions of the Public Agenda, detailed data and analyses on state and institution key performance indicators, and brief descriptions of state and institution initiatives intended to move the system forward.

During 2005-06, Kentucky's postsecondary education system continued to make progress on the Public Agenda, improving on 12 of 19 key state performance indicators. Kentucky's K-12 and adult education systems supplied more graduates to the postsecondary pipeline. Average ACT scores were up, and more high school students scored well on Advanced Placement exams. Still, too many college students required remediation, and Kentucky must make greater improvements to catch up with competitor states. Kentucky postsecondary education remained affordable compared to other states, but even though need-based financial aid increased, rising costs are cause for concern, particularly for low-income families and working adults. Kentucky postsecondary institutions enrolled and graduated more students than ever, despite tuition increases and declining state appropriations per student. Increased degree productivity and greater efficiency are critical to achieving Kentucky's short-term and long-term educational goals. Kentucky's college graduates continued to perform well on licensure and professional examinations, but better data on graduate exams and other areas of college learning are still needed. Kentucky continued its leadership role in developing statewide learning assessments. Kentucky is also retaining more of its college graduates, increasing workforce training, and expanding its research and development capacity faster than surrounding states, but remains well below the national average.

Despite much good news, it is important to remember that accountability is about results. It is clear that in order to double the number of bachelor's degree holders in Kentucky by 2020, the pace of statewide change must intensify. Significant changes are needed to move Kentucky from its current educational attainment status. Unprecedented collaboration with Kentucky Adult Education, Kentucky Virtual Campus and Library, KDE, KHEAA, Economic Development, and other state agencies is required. In addition, significant increases in productivity and adequate, sustained, and focused funding from all sources is critical to success. The Council made progress on its long-term planning this past year and is currently undertaking a thorough review of its funding policy in 2007 to make sure resources are aligned with state, regional, and institutional priorities.

The Council continues to push the system forward and answer the questions outlined in the Public Agenda. We look forward to working with you as we strive to increase educational attainment and improve the quality of life and standard of living for current and future Kentuckians.

Sincerely,

A handwritten signature in dark ink, appearing to read "Tom Layzell", written in a cursive style.

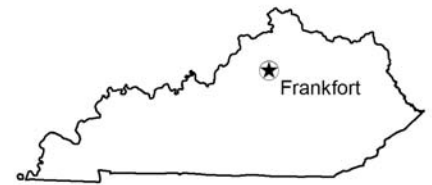
Thomas D. Layzell

2005-06 Kentucky Postsecondary Education Accountability Report

Table of Contents

Executive Summary	9
Question 1: Are more Kentuckians ready for postsecondary education?	16
<i>Statewide Key Indicators</i>	
Average ACT scores and Advanced Placement scores.....	16
Remediation in math or English.....	17
GED attainment	18
<i>Institutional Key Indicator</i>	
K-12 teacher preparation.....	19
Question 2: Is Kentucky postsecondary education affordable for its citizens?	22
<i>Statewide Key Indicators</i>	
Kentuckians' ability to pay for college and low-income Kentuckians' ability to pay for college.....	22
State investment in need-based financial aid	23
Student loan debt.....	24
<i>Institutional Key Indicator</i>	
Net cost of attendance as a percent of median family income	24
Question 3: Do more Kentuckians have certificates and degrees?	26
<i>Statewide Key Indicators</i>	
Ninth-graders' chance for college and college-going rate of GED graduates.....	26
Undergraduate and graduate/professional enrollment	27
Degrees and other credentials awarded and degrees awarded to racial-ethnic minorities.....	28
<i>Institutional Key Indicators</i>	
Undergraduate and graduate/professional enrollment	29
Students transferring to 4-year institutions from KCTCS and six-year graduation rate	32
KCTCS persistence rate.....	33
Degrees and other credentials awarded by 4-year institutions and KCTCS.....	34
Certificates and diplomas awarded by KCTCS	35
Minority degrees awarded at public 4-year institutions	35
Minority degrees awarded at KCTCS	37
Question 4: Are college graduates prepared for life and work in Kentucky?	40
<i>Statewide Key Indicators</i>	
Performance on statewide learning assessments and licensure and graduate school entrance exams	41
<i>Institutional Key Indicators</i>	
Student engagement in the undergraduate learning experience	41
Civic engagement	43
Question 5: Are Kentucky's people, communities, and economy benefiting?	46
<i>Statewide Key Indicators</i>	
Research and development expenditures per capita	46
College graduates remaining in Kentucky to live.....	47
Degree and other credential production in focus fields	47
Workforce training and assessment.....	48
<i>Institutional Key Indicators</i>	
Extramural research and development funding	48
Business start-ups and educational and service agreements	49
Community involvement	49
What are our institutions doing to advance the Public Agenda?	52
What is the Council doing to advance the Public Agenda?	84
Appendix A: Additional Council Resources	93
Appendix B: Institutional Accountability and Planning Resources.....	94
Appendix C: Staffing and Funding	95
Appendix D: Technical Notes	98

Kentucky Postsecondary and Adult Education Profile



The capacity of Kentucky's postsecondary and adult education system to make progress on HB 1 and the Public Agenda depends upon various demographic, educational, economic, social, political, and environmental factors. Highlighted below are a number of issues that to varying degrees impact postsecondary and adult education's ability to improve the quality of life and economy for all Kentuckians. Information on data sources can be found in Appendix D, Technical Notes. For additional information, visit the Kentucky Postsecondary Education Data Portal at <http://cpe.ky.gov/info>.

General Population Data	State	US
Total population	4,041,769	281,421,906
Median household income	\$33,672	\$41,994
Percent living in poverty	15.8%	12.4%
Percent eligible for Medicaid	17.6%	N/A
Estimated percent who do not have medical insurance	13.3%	14.2%
Percent of registered voters who vote	64.7%	70.9%
Unemployment rate	6.1%	5.1%
Households with computers	58%	62%
Percent who use the Internet at home	60.1%	N/A
Highest Level of Education	State	US
Less than a high school diploma or GED	25.9%	19.6%
High school diploma or equivalent	33.6%	28.6%
Some college but no degree	18.5%	21%
Associate degree	4.9%	6.3%
Bachelor's degree or above	19%	27%
College Readiness	State	
Average ACT Score		21.2
Percent underprepared in:		
One or more subjects		45.9%
Mathematics		35.4%
English		28.6%
Educational Pipeline		
Public high school graduates in 2005		38,221
Kentucky Adult Education enrollments (2005-06)		126,548
GEDs awarded in 2005-06		9,007
Number of students from Kentucky who entered postsecondary education in summer or fall 2005		39,180
Number of students from Kentucky who earned an associate degree (2005-06)		7,013
Number of students from Kentucky who earned a bachelor's degree (2005-06)		14,290
Number of students from Kentucky who earned a graduate or professional degree (2005-06)		5,819
Number of additional bachelor's degree holders needed for the state to reach the US average		192,252
Employment by Sector	State	
Agriculture, Mining, and Other Natural Resources		28,251
Manufacturing and Construction		346,324
Retail, Wholesale, Transportation, and Utilities		373,216
Finance, Professional, and Business Services		258,647
Education and Health Services		215,834
Government and Public Education		293,968
Leisure, Hospitality, and Other Services		209,629

Undergraduate Enrollment	Fall 2005 Enrollment
Institution	
Eastern Kentucky University	12,216
Kentucky State University	1,389
Morehead State University	6,373
Murray State University	6,019
Northern Kentucky University	8,555
Western Kentucky University	13,105
University of Kentucky	15,088
University of Louisville	12,993
Kentucky Community & Technical College System	81,779
Independent Colleges & Universities	17,016
Total from Kentucky	173,533
Finance	
Financial Aid	Awards Dollars
Federal Pell Awards	72,846 \$183 M
Federal Loans	76,552 \$434 M
Kentucky Educational Excellence Scholarships (KEES)	62,932 \$86M
State Need-Based Grants	51,264 \$82 M
Public Funds (2005-06)	Net State Appropriation Tuition and Fees
Eastern Kentucky University	\$73.6 M \$74.8 M
Kentucky State University	\$24.4 M \$13.3 M
Morehead State University	\$43.4 M \$40.2 M
Murray State University	\$53.0 M \$58.3 M
Northern Kentucky University	\$46.6 M \$83.6 M
Western Kentucky University	\$74.8 M \$94.3 M
University of Kentucky	\$306.3 M \$193.5 M
University of Louisville	\$154.0 M \$134.7 M
Kentucky Community and Technical College System	\$201.8 M \$135.7 M
Total	\$978.3 M \$828.4 M
State Funding Levels (1999 to 2006)	% Increase
CPE and Public Institutions	22%
Kentucky Adult Education	93%
Student Financial Aid	241%
Postsecondary Education Total	33%
Primary and Secondary Education	33%
Medicaid Benefits	50%
Justice and Public Safety	44%
Rest of Government	11%
Average Faculty Salaries	State US
All Ranks	\$60,707 \$65,548
Professor	\$81,784 \$89,001
Associate Professor	\$60,768 \$64,921
Assistant Professor	\$51,205 \$54,523

Executive Summary

KRS 164.020(3) requires the Council on Postsecondary Education to prepare an annual accountability report for the Governor, the Legislative Research Commission (LRC), and the Strategic Committee on Postsecondary Education (SCOPE). The purpose of the report is to inform policy makers, legislators, and taxpayers of the systemwide and institutional progress made during the past year to advance the Public Agenda and the mandates of the *Kentucky Postsecondary Education Improvement Act of 1997*, commonly known as House Bill 1 (HB1).

The structure of this year's report mirrors last year's, with a few exceptions. To enhance readability, the report has been divided into four main sections: 1) an executive summary; 2) a review of the postsecondary system's performance on statewide and institutional key indicators in 2005-06; 3) a summary of the major initiatives planned by each public postsecondary institution in the coming year; and 4) a description of initiatives the Council will undertake to improve performance in key areas. This year, the Council also produced a shorter companion piece, *The 2005-06 Accountability Report Summary*, which provides a snapshot of progress on statewide and select institutional key indicators.

The Current Accountability System

In 2005, the National Commission on Accountability in Higher Education released the report, *Accountability for Better Results: A National Imperative for Higher Education*. The Commission stated that the purpose of accountability is to improve institutional performance, and concluded: "Real improvement in higher education will come when accountability in higher education is a democratic process through which shared goals are explicitly established, progress is measured, and work to improve performance is motivated and guided." In this regard, Kentucky is ahead of most states.

In 2006, Kentucky's postsecondary accountability system was cited as a model for other states by a number of national sources, including the U.S. Secretary of Education (*Report on the Future of Higher Education*), the Southern Regional Educational Board (SREB), the National Conference of State Legislatures' Blue Ribbon Commission on Higher Education, and Jobs for the Future.

In 1997, HB 1 mandated the development of a strategic plan for improving postsecondary education in Kentucky. The first plan, or Public Agenda, was created shortly after, organized around five broad policy questions, with performance measures (called key indicators) to track the system's progress in implementing reform. The Public Agenda was revised in 2005; the Five Questions were altered slightly and the key indicator system streamlined to focus attention on the most critical state needs. The current Public Agenda, *Five Questions — One Mission: Better Lives for*

FIVE QUESTIONS — ONE MISSION BETTER LIVES FOR KENTUCKY'S PEOPLE

- | | |
|---|--|
| 1 | Are more Kentuckians ready for postsecondary education? |
| 2 | Is Kentucky postsecondary education affordable for its citizens? |
| 3 | Do more Kentuckians have certificates and degrees? |
| 4 | Are college graduates prepared for life and work in Kentucky? |
| 5 | Are Kentucky's people, communities, and economy benefiting? |

Kentucky's People, guides the work of Kentucky adult and postsecondary education through 2010. The plan emphasizes increased college going, degree productivity, and affordability as necessary conditions for achieving Kentucky's long-term goal: to reach the national average in bachelor's degree attainment by the year 2020.

The Council's key indicator system tracks progress on two levels—the statewide level and the institutional level by type of institution. State-level indicators answer each of the five questions in the broadest sense, presenting the "big picture" outcomes and ensuring Kentucky's ability to compare its progress to that of other states. Sector-specific key indicators—for research universities, comprehensive universities, KCTCS, and the independent institutions—better reflect the divergent missions of the different types of institutions as set forth in HB 1.

The Commonwealth continued to make significant progress in many areas of the Public Agenda in 2005-06, improving on 12 of 19 statewide key indicators. The key findings

of this report are highlighted below and summarized in the tables on pages 12 through 14.

Question 1: Are more Kentuckians ready for postsecondary education?

- Kentucky's high school students continue to make steady gains on the ACT. In 2006, Kentucky's average score of 20.6 exceeded that of the SREB states and was just half a point shy of the national average.
- In 2006, the number of high school students successfully earning college credit on AP exams increased by 17 percent, and the number of test-takers rose from 12,340 to 13,625. Still, the performance gap between Kentucky and the nation suggests our high school curriculum needs more rigor.
- Fewer of Kentucky's high school graduates required remediation in English in 2004 at 29%, but the percentage of students underprepared in math remained flat at 35%. The statewide Developmental Task Force is scheduled to recommend ways to improve college readiness in the future.
- After three years of increases, total GED graduates declined by 750 to 9,007 in fiscal year 2005-06. Total GED graduates includes Kentucky residents and non-residents who took the test in Kentucky, as well as Kentucky residents in the military.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Families in Kentucky are spending an increasingly larger share of their income on college, even with financial aid. The portion of income needed to attend independent colleges increased the most (9 percentage points), followed closely by public four-year institutions (8 percentage points). While Kentucky postsecondary education was much more affordable than other states a decade ago, the gap has narrowed significantly.
- Kentucky's poorest families now devote nearly a quarter of their incomes to pay for tuition at the lowest-priced institution in the state (KCTCS), even with financial aid. This is higher than SREB states and the nation, which points to a need for more low-priced college opportunities.

- In recent years, Kentucky has performed quite well on providing need-based financial aid to students. Nonetheless, while the state's investment in need-based aid has risen dramatically since 2002, the actual purchasing power of these dollars has declined due to significant increases in college costs.
- Kentucky students continue to borrow less on average than students in other states (\$3,210 per year on Stafford and Plus loans), but the gap is narrowing.

Question 3: Do more Kentuckians have certificates and degrees?

- After edging up to 38 percent in 2004, the college-going rate of ninth-graders returned to its 2002 level of 37 percent in 2006. Nevertheless, over the past decade, Kentucky has dramatically improved its performance on this indicator while the nation on average has declined.
- The college-going rate of GED graduates improved from 19 percent in 2004 to 22 percent in 2005. This improvement reflects Kentucky's effort to enhance the education and skills of its adult workforce and prepare a larger number for postsecondary education.
- Undergraduate enrollment reached an all-time high of 202,197 in 2005, a 2 percent increase over last year and a 13 percent increase over 2001. Growth has been most dramatic at the two-year level, with KCTCS enrollment increasing nearly 20 percent since 2001. The public four-year institutions have increased their enrollment by 8 percent over the same time period.
- After peaking at 27,254 last year, graduate and professional enrollment fell slightly to 27,008 in 2005. Still, this number is up 12 percent since 2001.
- Annual degree and credential production jumped an impressive 12 percent in 2005-06, and has increased by nearly 63 percent since 2000-01. Baccalaureate degree production increased by 27 percent during this same time period.
- The state has made remarkable strides on the number of minority degrees awarded, increasing nearly 28 percent from last year and more than 100 percent since 2000-01.

Question 4: Are college graduates prepared for life and work in Kentucky?

- On the 11 licensing exams tracked annually by the Council, five pass rates increased, two stayed the same, and four decreased slightly from the previous year. Encouragingly, Kentucky pass rates equaled or exceeded national pass rates in almost every area.
- Graduate school entrance exam data (such as the GMAT, LSAT, GRE, and MCAT) are still not available at the statewide level, but the Council is working to obtain this information and other measures of college learning.

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Kentucky increased its extramural research and development per capita by 12 percent in 2004 to \$72, but continues to significantly lag SREB states (\$100) and the US average (\$119).
- The vast majority of Kentucky college graduates stay here to live. In 2006, approximately 86% of college graduates remained in Kentucky five years after graduation, which is up from 73% in 2001. In addition, roughly one out of five non-resident students also remain in Kentucky. Approximately 75% of the Commonwealth's population are native Kentuckians.
- Kentucky's number of science, technology, engineering, and mathematics (STEM) credentials increased by 14% in 2005-06. However, most of this growth was in certificates and does not address the serious need for bachelor's and graduate level credentials.
- KCTCS and Kentucky Adult Education work hand-in-hand with employers to improve the skills of Kentucky's workforce. Total training and assessments rose by nearly 19 percent in 2003-04.

In addition to the key indicators, the Public Agenda includes campus action plans from the eight public postsecondary institutions, the Kentucky Community and Technical College System, and the Association of Independent Kentucky Colleges and Universities that detail each institution's mission parameters, priorities for action, and key indicators of progress. A link to the campus action plans, campus strategic plans, and other Council and institutional resources related to accountability and planning are included at the end of this report in Appendix A and B.

Next Steps in Accountability

Despite the progress that has been made this past year in many areas of the Public Agenda, it is clear that the pace of change must intensify if the state is to achieve its 2020 educational attainment goals and increase the standard of living and quality of life for all Kentuckians.

In 2005, the Council completed an analysis to estimate the bachelor's degrees needed for Kentucky to reach the projected national average in educational attainment in 2020. In 2000, there were roughly 400,000 bachelor's degree holders in the state; in 2020, that number must nearly double to 791,000. If the system continues to perform at its current level, the Commonwealth will have approximately 580,000 bachelor's degree holders in 2020, falling short of its goal by 211,000 degrees. Closing the gap will be challenging but not impossible. It will require unprecedented levels of productivity throughout the educational system, as well as focused and sustained resources. And the Council must have adequate policy and funding levers to produce the levels of performance the 2020 goal demands. Summary tables related to the staffing and funding of Kentucky's postsecondary education system are included in Appendix C.

To this end, the Council is reviewing its funding policies to ensure that budget recommendations are fully aligned the Public Agenda, HB 1 goals, and institutional missions. Council members, institutional representatives, elected officials, and others have been invited to participate in this process. The strategic trust funds, base operation allocations, tuition policy, and distribution models will be thoroughly analyzed and revised as necessary. Particular consideration will be given to developing funding strategies that recognize institutional and regional differences and reward strong institutional performance. The Council recently approved key indicator performance targets for the public universities and KCTCS for 2007-08. Progress toward these goals will be monitored so that adjustments can be made as necessary.

Finally, this report is only a part of the Council's overall accountability system, which incorporates various institutional and statewide reports on the Public Agenda, HB 1 goals, and institutional missions. Progress reports on other aspects of the accountability system are forthcoming.

The following tables summarize Kentucky's progress on each of the statewide key indicators in 2005-06. Trends were calculated using the last five years of performance data, when available.

 Question 1: Are more Kentuckians ready for postsecondary education					
Statewide Key Indicator	2007-08 Target	Status	1-Year Change	5-Year Trend	Pg.
Average ACT score of high school seniors	TBD (target will be set after mandatory testing begins)	Kentucky's average score in 2006 was 20.6, up from 20.4 last year. The 2000 average was 20.1.	↑	↑	16
High school students scoring a three or higher on Advanced Placement Exams	131 per 1,000 juniors and seniors	For every 1,000 juniors and seniors who took AP exams in 2006, 96 scored well enough to earn college credit. This is up from 82 in 2004 and 50 in 2000.	↑	↑	16
Percent of incoming college freshmen from Kentucky requiring remediation in math and English	TBD (target will be set after the Developmental Education Task Force convenes)	In 2004, 35% of incoming freshmen required developmental education in math and 29% in English. In 2002, those percentages were 35% and 32%, respectively. Prior year data are not available.	↔	NA	17
Number of GED graduates in Kentucky	10,631	In 2005, 9,077 GEDs were awarded, down from 9,757 in 2004.	↓	↔	18
 Question 2: Is Kentucky postsecondary education affordable for its citizens?					
Net cost as a percent of median family income	26% for 2-year publics; 30% for 4-year publics; 61% for independents	In 2006, an average Kentucky family needed 26% of its income to pay for one year at a 2-year public institution, 30% at a 4-year public institution, and 61% at an independent institution. In 2004, those percentages were 21%, 22%, and 52%, respectively, up from 17%, 21%, and 44% in 2000.	↓	↓	22
Net cost as a percent of median income for low-income families	23%	In 2006, Kentucky's poorest families needed 24% of their incomes to pay for the lowest-priced institution in the state, up from 20% in 2004 and 13% in 2000.	↓	↓	22
State investment in need-based financial aid as a percent of federal Pell funding	42%	In 2006, Kentucky's investment in need-based financial aid was 42% of federal Pell grant funding, up from 40% in 2004 and 33% in 2000.	↑	↑	23



Question 2: Is Kentucky postsecondary education affordable for its citizens?

Statewide Key Indicator	2007-08 Target	Status	1-Year Change	5-Year Trend	Pg.
Average student loan debt	\$3,210	In 2006, the average student borrowed \$3,210 for college, compared to \$3,018 in 2004 and \$3,327 in 2000.	↓	↔	24



Question 3: Do more Kentuckians have certificates and degrees?

Ninth-graders' chance for college	39%	In 2006, the chance of a ninth-grader enrolling in college by age 19 was 37%, down from 38% in 2004 but up from 36% in 2000.	↓	↔	26
College-going rate of GED graduates	24%	In 2005, 22% of GED graduates had enrolled in postsecondary education within two years, compared to 19% in 2004. Prior year data are not available.	↑	NA	26
Undergraduate fall enrollment	215,797	In 2005, undergraduate enrollment increased to 202,197, up from 198,040 in 2004 and 168,911 in 2000. Undergraduate enrollment has increased by nearly 20% since 2000.	↑	↑	27
Graduate and first-professional fall enrollment	29,383	In 2005, graduate and professional enrollment was 27,008, declining slightly from 27,254 in 2004, but increasing from 22,964 in 2000, an 18% gain.	↓	↑	27
Degrees and other credentials awarded	27,925 (bachelor's and above only)	In 2005-06, total credentials jumped to 48,013, up from 42,773 in 2004-05 and 29,554 in 2000-01. Total degree production has increased 63% since the decade's beginning.	↑	↑	28
Degrees and other credentials awarded to racial-ethnic minorities	2,563 (bachelor's and above only)	In 2005-06, total credentials awarded to racial-ethnic minorities jumped to 4,398, up from 3,640 in 2004-05 and 2,164 in 2000-01. Total minority degree production has increased more than 100% since the decade's beginning.	↑	↑	28


Question 4: Are college graduates prepared for life and work in Kentucky

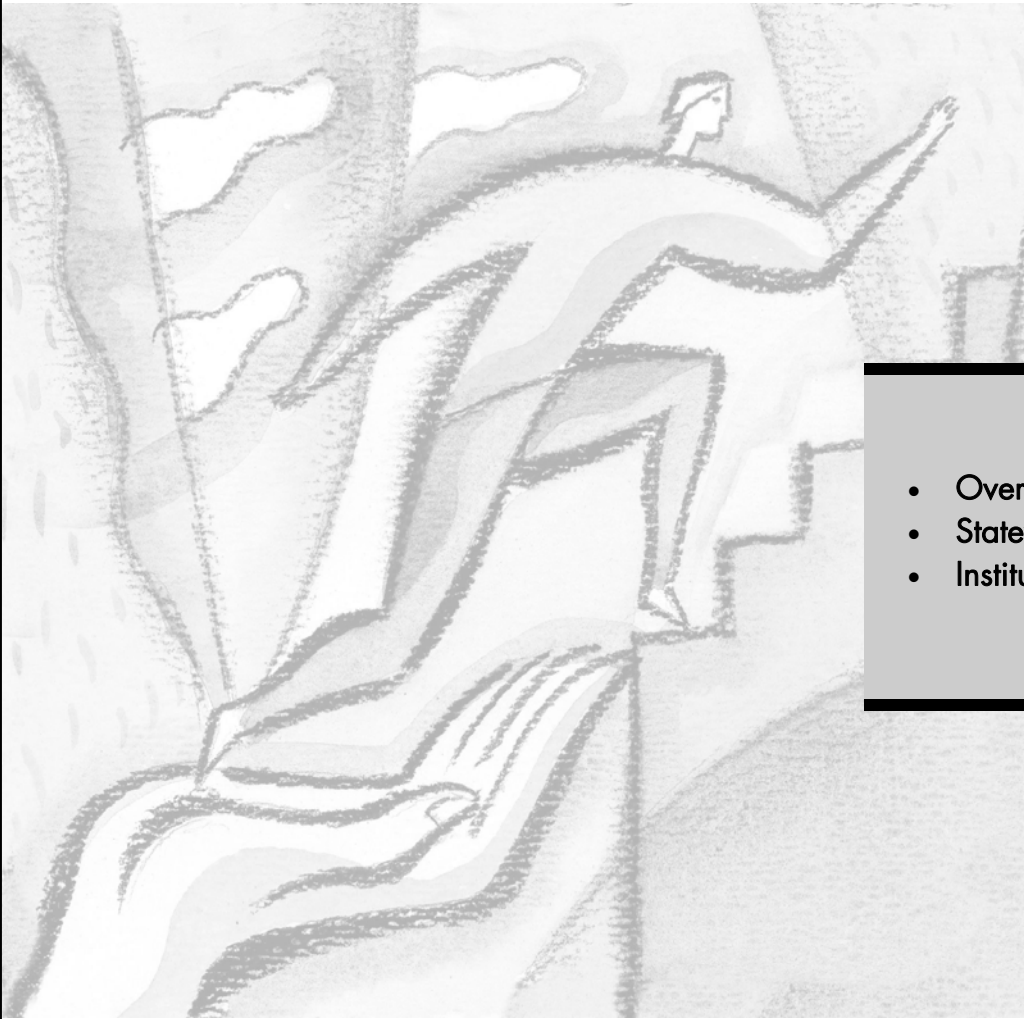
Statewide Key Indicator	2007-08 Target	Status	1-Year Change	5-Year Trend	Pg.
Performance on college learning assessments	TBD	College learning assessments are currently under development.	NA	NA	41
Performance on licensure and graduate school exams	Above the national pass rate for licensure exams; graduate school exams TBD	Of the 11 licensing exams tracked by the Council, pass rates increased on five, stayed the same on two, and decreased on four compared to the previous year. Kentucky pass rates equaled or exceeded national pass rates in almost every area. Graduate school entrance exam data (such as the GMAT, LSAT, GRE, and MCAT) are not currently available at the statewide level, but the Council is working to obtain this information.	↑	↔	41


Question 5: Are Kentucky's people, communities, and economy benefiting?

Extramural research and development expenditures per capita	\$90	R&D per capita was \$72 in 2004, up from \$64 in 2003 and \$38 in 2000.	↑	↑	46
College graduates remaining in Kentucky to live	At least 75%	In 2006, 86% of 2001 college graduates were still in Kentucky, up from 73% of 1996 graduates.	↑	↑	47
Credentials awarded in focus fields	18,200	In 2005-06, total science, technology, mathematics, and engineering (STEM) credentials awarded increased to 15,873, up from 13,983 the previous year and 9,502 in 2000.	↑	↑	47
Workforce training and assessment	225,000 for KCTCS; adult education target TBD	In 2003-04, total workforce training and assessments was 241,004, up from 202,806 the previous year and 177,615 in 2000-01.	↑	↑	48

QUESTION 1

Are more Kentuckians ready for postsecondary education?



- Overview
- Statewide Indicators
- Institutional Indicators

Question 1: Are more Kentuckians ready for postsecondary education?

Kentucky must do a better job preparing high school students and adults for postsecondary study. An overwhelming majority of high school students expect to continue their education after graduation but have not tackled the rigorous courses that prepare them for college-level work. Many adults recognize the need for advanced training but have not completed high school, or have been out of school for a while and need to refresh their skills. Postsecondary institutions must play a role in helping high schools prepare all of their students for at least two years of postsecondary training, and Kentucky Adult Education must help more of their students transition to college. For Kentucky to be competitive, all students—regardless of income level, age, gender, or race—need better access to high-quality instruction and guidance counseling that will lead them to postsecondary opportunities.

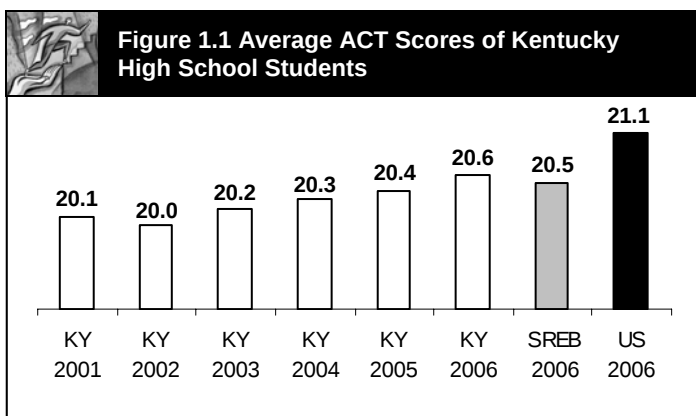
Question 1 - Statewide Key Indicators

K-12 Student Achievement

The Council measures high school student achievement by the average ACT score of Kentucky's ACT examinees, which has risen steadily since the decade's beginning. The ACT is a standardized measure of students' readiness for college and permits direct comparison of Kentucky's high school students with students in other states.

Highlights

- In 2006, Kentucky high school students scored slightly above the average of Southern Regional Education Board (SREB) states but below the US average.
- The gap between Kentucky and the nation has narrowed from 0.8 in 1998 to 0.5 in 2006.

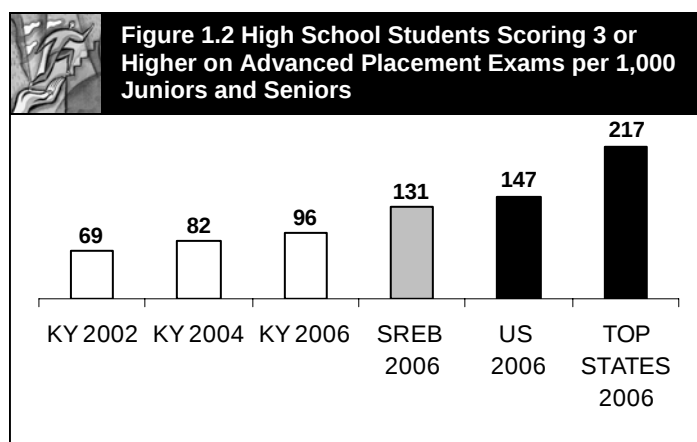


Source: ACT, Inc.

- In 2006, 29,786 Kentucky students took the ACT. This is down 157 students from last year and slightly less than the number of test takers five years ago. With the implementation of Senate Bill 130 in 2007, the ACT will be mandatory for all Kentucky high school students.
- In 2006, roughly 8 percent of test takers were African American, 1 percent were Hispanic, 1 percent were Asian, 0.3 percent were American Indian, and 83 percent were white.
- In 2006, Asian students had the highest average ACT composite at 22.3 and African Americans the lowest at 17.1. However, this score was up 0.3 point from last year's 16.8.
- Approximately 54 percent of ACT takers in 2006 were female.
- Gender differences were slight. Male students had an average ACT composite score of 20.8, while the female average was 20.4.

Scores of Three or Higher on Advanced Placement Exams

Students who do well on AP exams generally are more prepared for and capable of college-level work. Not only are more students taking the exams in Kentucky, but more are scoring high enough to earn college credit (at least three on a five-point scale). This indicator represents the number of scores equaling three or higher on a five-point scale per 1,000 high school juniors and seniors in the state.



Source: The College Board

**Table 1.1 ACT examinees in Kentucky**

	1998	1999	2000	2001	2002	2003	2004	2005	2006
Total ACT Takers	28,210	28,745	29,670	30,084	29,532	29,877	29,581	29,943	29,786
Race-Ethnicity:									
African-American	1,892	1,886	1,995	2,017	2,064	2,024	2,173	2,176	2,248
American Indian	118	84	83	95	96	100	97	110	83
White, non-Hispanic	23,908	24,499	25,375	25,779	25,291	25,663	25,033	25,327	24,611
Hispanic	200	210	202	267	221	312	307	324	398
Asian	281	285	303	343	358	339	360	402	381
Gender:									
Male	12,313	12,403	12,962	13,280	12,955	13,293	13,022	13,218	13,022
Female	15,897	16,247	16,593	16,669	16,416	16,439	16,409	16,580	16,195

Source: ACT, Inc.

Highlights

- In 2005-06, 96 per 1,000 high school juniors and seniors scored three or higher on AP exams, compared to the SREB average of 131 per 1,000.
- Kentucky's numbers have increased at a higher rate (64 percent) than SREB states (50 percent) since the year 2000.
- In 2005-06, Kentucky reported 13,625 AP test takers, an increase of 10.4 percent over the previous year.
- Approximately 56 percent of Kentucky's AP test takers were female, 3.4 percent African American, 4 percent Asian, 1.7 percent Hispanic, 0.3 percent American Indian, and 86 percent white.
- The number of Asian AP test takers increased 10.5 percent from the previous year, African Americans 15.5 percent, Hispanics 35 percent, American Indians 20.6, and whites 9.5 percent.
- Of the number of AP exams taken in Kentucky, approximately 18 percent were in US history, 16 percent were in English composition, and 10 percent were in calculus.

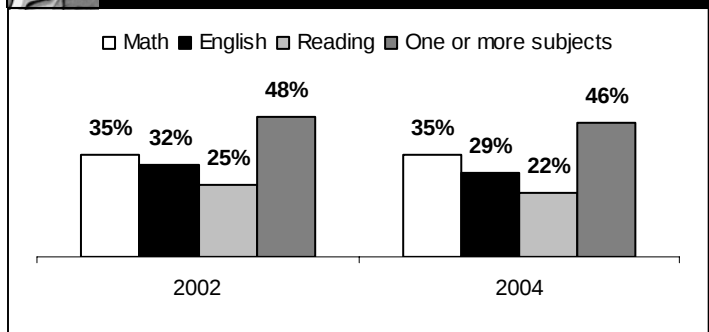
Incoming Kentucky High School Graduates Requiring Remediation in Mathematics or English

This indicator measures the overall readiness of incoming students for college-level work by tracking the percentage of first-time undergraduates from Kentucky high schools required to take developmental courses in English and math. Kentucky is making gains in students' preparation for college-level English, but mathematics performance has remained flat. In Kentucky, students who score 17 or below on the ACT math or English sub-tests can be required

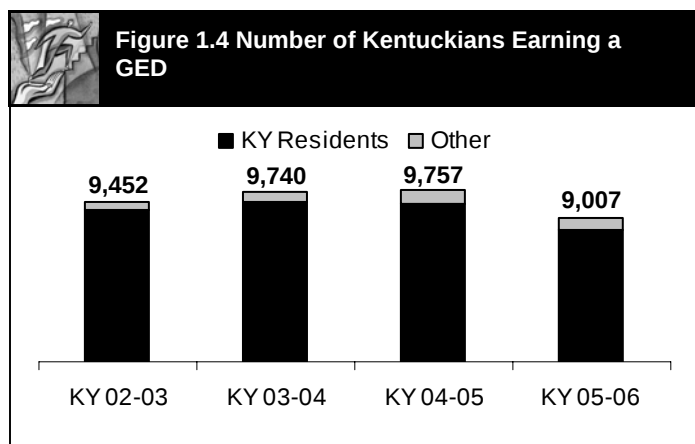
to take remedial courses. SAT and placement test scores also are considered in the assessment of college preparedness.

Highlights

- Approximately 46 percent of all recent Kentucky high school graduates entering college in fall 2004 required remediation in one or more subjects.
- The percentage of students requiring developmental education in math in 2004 remained flat at 35 percent, while English decreased from 32 percent in 2002 to 29 percent in 2004.
- For comparison, by this standard, 32 percent of ACT examinees in the US in 2004 would have required remediation in English, and 34 percent would have required remediation in math.

**Figure 1.3 Percent of Recent Kentucky High School Graduates Requiring Remediation in College**

Source: CPE Comprehensive Database



Source: GED Testing Service

- Of the recent African American high school graduates entering college in 2004, 72.4 percent required remediation in one or more subjects, compared to 50.4 percent of Hispanics and 43 percent of whites.
- Students entering KCTCS were more likely to need remediation than those entering four-year institutions. Approximately 76.4 percent of recent Kentucky high school graduates entering KCTCS required remediation in one or more subjects, compared to 33.6 percent at the four-year public universities.

Kentuckians Earning GEDs

The annual number of GED graduates provides a measure of the number of Kentuckians without a high school di-

ploma who are advancing in their education and have entered the pool of potential college entrants.

Highlights

- In the 2005-06 fiscal year, 9,007 GEDs were awarded, an 8.3 percent decrease from the previous year.
- Of this total, 8,655 were Kentucky residents and 352 were non-residents.
- Nearly 80,000 Kentuckians have earned a GED from 2000 to 2006.
- In fiscal year 2005-06, approximately 78 percent of Kentucky's GED recipients were white, 13 percent were African American, 3 percent were Hispanic, and 61 percent were men.
- In 2004, approximately 82 percent of Kentuckians 25 and over had at least a high school diploma or equivalent, up 3 percent from 2000.

Question 1 - Institutional Key Indicator

While postsecondary institutions have limited influence over the content and quality of K-12 instruction, there is one important way that colleges and universities make a difference: the majority of Kentucky's K-12 teachers are graduates of Kentucky's public and independent colleges and universities. The Education Professional Standards Board developed a performance index that assesses the quality of teacher preparation programs, which the Council has adopted as a key indicator.

Table 1.2 Kentucky's Teacher Preparation Program Quality Performance Index, 2005-06							
Institution	Quality Performance Index (QPI)		Praxis Tests for New Teachers		Kentucky Teacher Internship Program (KTIP)		New Teacher Survey
			2004-2005		2003-2006		2005-2006
	QPI	Performance Level	Summary	Performance Points	Performance		Survey Mean
			Pass Rate		Pass Rate	Points	
EKU	3.2	Satisfactory	90%	2.9	99%	3.9	3.2
KSU	3.7	Excellent	100%	4.0	97%	3.7	3.0
MoSU	3.1	Satisfactory	90%	2.9	99%	3.9	3.2
MuSU	3.8	Excellent	99%	3.9	99%	3.9	3.2
NKU	3.3	Satisfactory	93%	3.2	99%	3.9	3.1
WKU	3.4	Satisfactory	93%	3.2	99%	3.9	3.2
UK	3.6	Excellent	96%	3.6	99%	3.9	3.2
U of L	3.5	Excellent	96%	3.6	99%	3.9	3.1
State Average	3.4	Satisfactory	95%	3.4	99%	3.9	3.1

Source: Education Professional Standards Board

K-12 Teacher Preparation

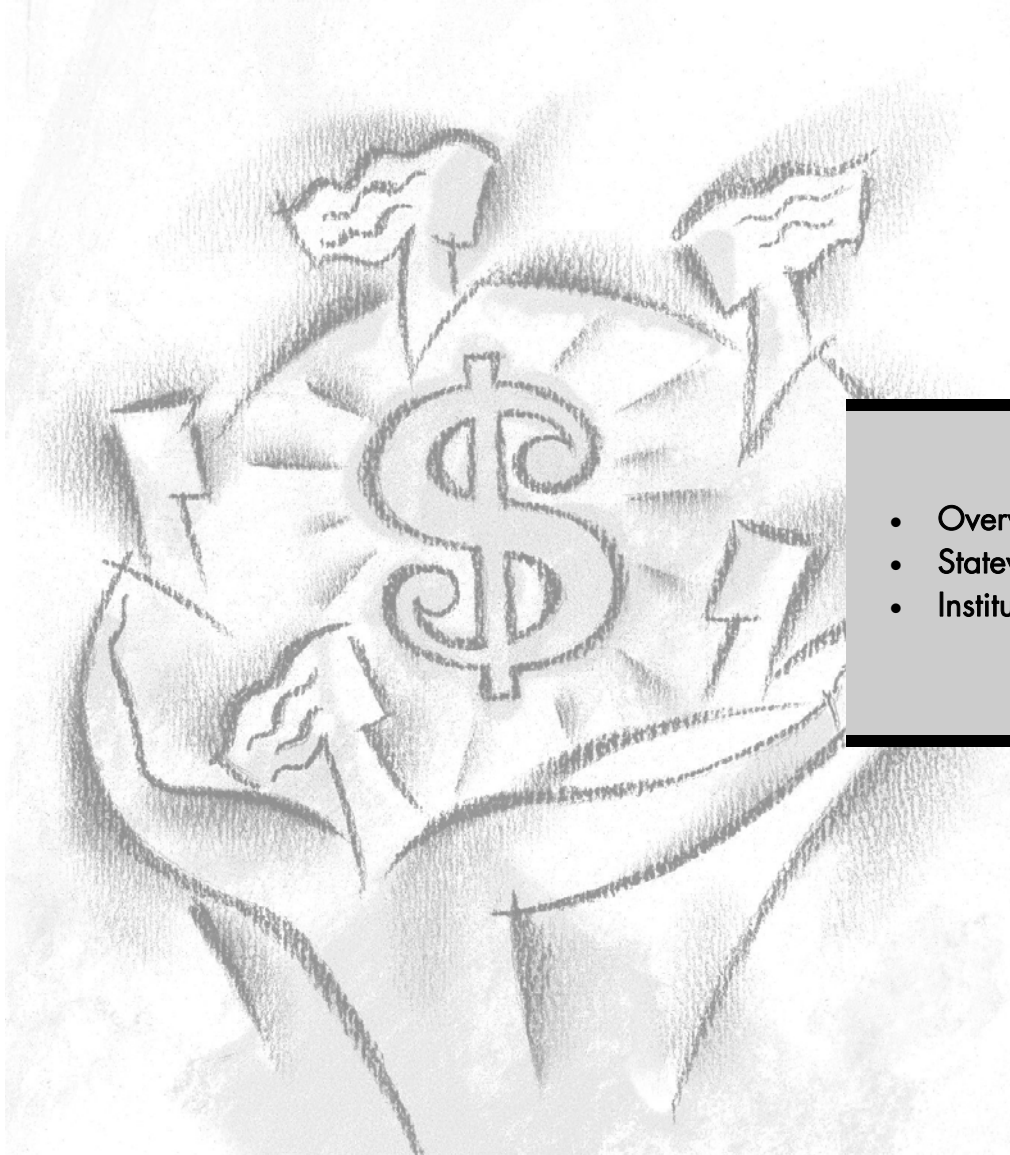
Teacher preparation is measured at the institutional level with the Quality Performance Index of teacher education programs. This index incorporates into one overall grade several key dimensions of program quality, including Praxis exam pass rates, new teacher survey results, and evaluations of student teachers.

Highlights

- KSU, Murray, UK, and UofL all received excellent performance ratings on the QPI in 2005-06. The other four public institutions received satisfactory marks.
- The state's QPI average decreased by one-tenth, from 3.5 in 2004-05 to 3.4 in 2005-06.
- Two of the eight public institutions improved their QPI from 2004-05. The others did not decline significantly enough to affect their overall rating.
- The Praxis scores of all four-year public institutions in 2004-05 were 90 percent or higher.
- Beginning September 2004, institutions must publish the QPI and the performance level descriptor in all relevant school publications (Section 207(f)(2) of Title II).

QUESTION 2

Is Kentucky postsecondary education affordable for its citizens?



- Overview
- Statewide Indicators
- Institutional Indicators

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To increase Kentucky's intellectual capital, college must remain financially accessible, especially for families who are least able to pay. Historically, the cost of going to college in Kentucky has compared favorably to other states. This is still true today. Tuition is comparable to many SREB states, and the average financial aid award is high. However, rising tuition and fees are placing a financial strain on many families. If this trend continues, Kentucky may overload students with debt or price them out of college completely. Kentucky must strive to provide its citizens with high-quality, affordable postsecondary education.

All citizens of Kentucky deserve access to affordable postsecondary education, and the Council takes very seriously its charge to develop ways of measuring progress in pursuit of this goal. However, college affordability is a complex issue that is difficult to measure. National data sources and measures do not provide a comprehensive picture of cost and discounting. Consequently, the question of affordability will continue to be answered using *Measuring Up* statistics at the state level and a regular update of the Council's affordability study.

cation and provides both an historical perspective and comparisons to other states. The indicator uses the annual net cost—which equals tuition, room, and board minus financial aid—as a percentage of median family income, calculated as the average income of the middle 20 percent of the income distribution. As Figure 2.1 shows, families in Kentucky are spending an increasingly larger share of their incomes on college, even with financial aid.

Highlights

- For the first time, the cost of going to college in Kentucky is equal to or higher than SREB and US averages for all sectors.
- Annual net cost as a percent of median family income has increased nine percentage points for public two-year institutions since 2000, nine percentage points for public four-year institutions, and 17 percentage points for independent institutions.
- On average, the annual net cost of attending college in Kentucky in 2006 for the 40 percent of the population with the lowest income was \$6,580 at public two-year institutions, \$7,388 at public four-year institutions, and \$15,673 at independent institutions.

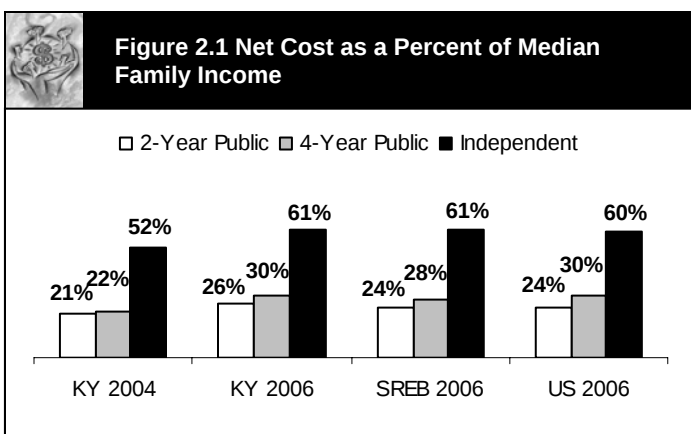
Question 2 - Statewide Key Indicators

Kentuckians' Ability to Pay for College

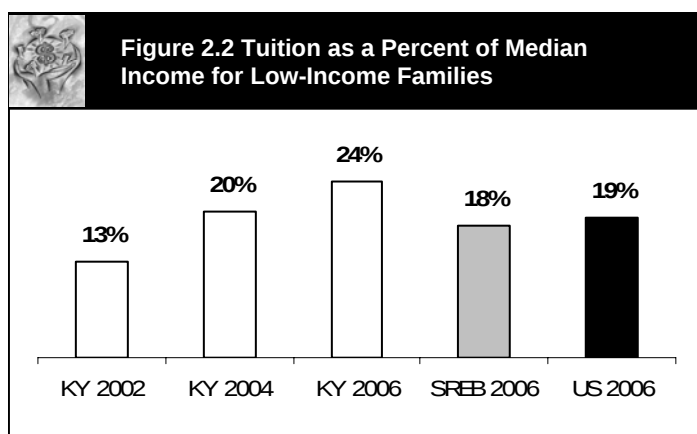
This indicator represents the annual net cost of college as a percentage of the average (median) family income in the state and is taken from *Measuring Up: The State Report Card on Higher Education*, a biennial report widely referenced in these key indicators. *Measuring Up* is issued by the National Center for Public Policy and Higher Edu-

Low-Income Kentuckians' Ability to Pay for College

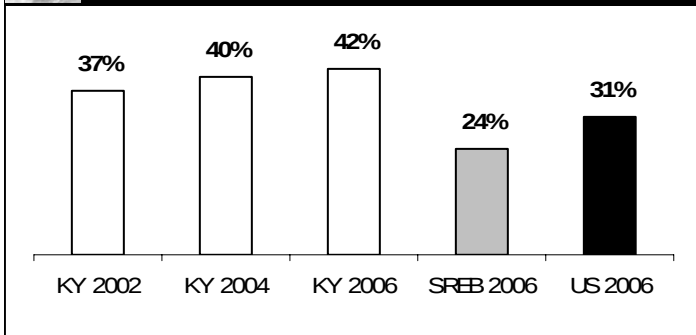
To determine if college is affordable for Kentucky's neediest families, this indicator presents the "sticker price" of the lowest-priced public institution in the state as a percentage of the average (median) family income for those families in the lowest one-fifth of the income distribution (from *Measuring Up*). Figure 2.2 demonstrates that Kentucky's poorest families must now devote nearly a quarter of their incomes



Source: *Measuring Up State Report Card*



Source: *Measuring Up State Report Card*


Figure 2.3 State Investment in Need-Based Financial Aid
Source: *Measuring Up State Report Card*

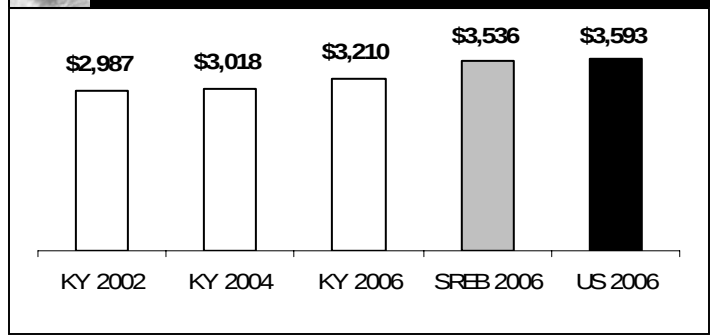
to pay for tuition at the lowest-priced institution in the state (KCTCS), even with financial aid. This points to a need for more low-priced college opportunities.

Highlights

- The percent of income needed for low-income families to pay for college increased from 20 percent in 2004 to 24 percent in 2006.
- With this increase, the percent of income needed for low-income families to pay for college in Kentucky is now above both SREB and the US averages.

State Investment in Need-Based Financial Aid as Compared to the Federal Investment

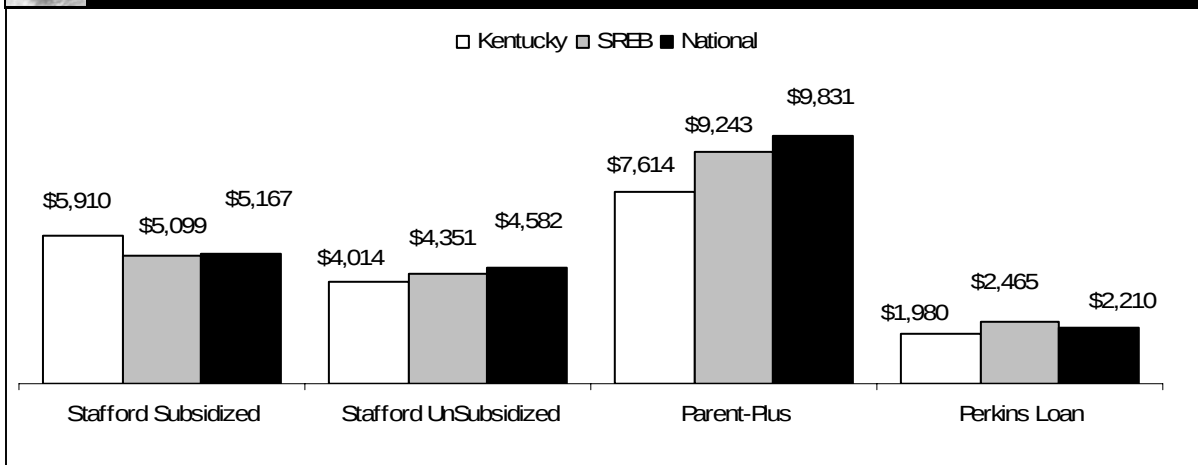
This indicator provides a comparison of Kentucky's investment in need-based financial aid to that of other states by presenting need-based aid as a proportion of federal Pell


Figure 2.4 Student Loan Debt
Source: *Measuring Up State Report Card*

grant spending, as reported in *Measuring Up*. Historically, Kentucky has performed well on this measure. Nonetheless, while the state investment in need-based aid has grown, the actual purchasing power of these dollars has declined due to significant increases in college costs.

Highlights

- Since 2000, Kentucky has consistently increased its need-based aid as a percentage of federal Pell grant spending, up from 33 to 42 percent in 2006.
- In 2006, the percentage was almost double that of other SREB states and 11 percentage points greater than the US average.
- Despite strong performance on this indicator, rising costs have outpaced increases in aid, resulting in decreased affordability.


Figure 2.5 Average amount of student loans, by type 2005-06
Source: *Measuring Up State Report Card*

Student Loan Debt

The average amount of student loans is an indicator of students' reliance on borrowing as an affordability strategy. Consequently, this dollar amount should be kept as low as possible. Federal loans comprise more than 90 percent of the funds students borrow to attend college. Thus, this indicator serves as a proxy for the annual student loan burden. As with all indicators taken from *Measuring Up*, this indicator enables comparison to other states. Kentucky students continue to borrow less on average than peers in other states, but the gap is narrowing.

Highlights

- Reflecting the traditional affordability of the state and the growing two-year sector enrollment, the average loan amount that undergraduate students borrow each year has actually decreased from \$3,327 in 2000 to \$3,210 in 2006.
- In 2006, Kentucky's average loan amount was 10.2 percent lower than SREB states and 12 percent lower than the US.
- Parent-Plus loans are one group of lending where Kentucky appears to significantly lag the SREB states and the US (Figure 2.5).

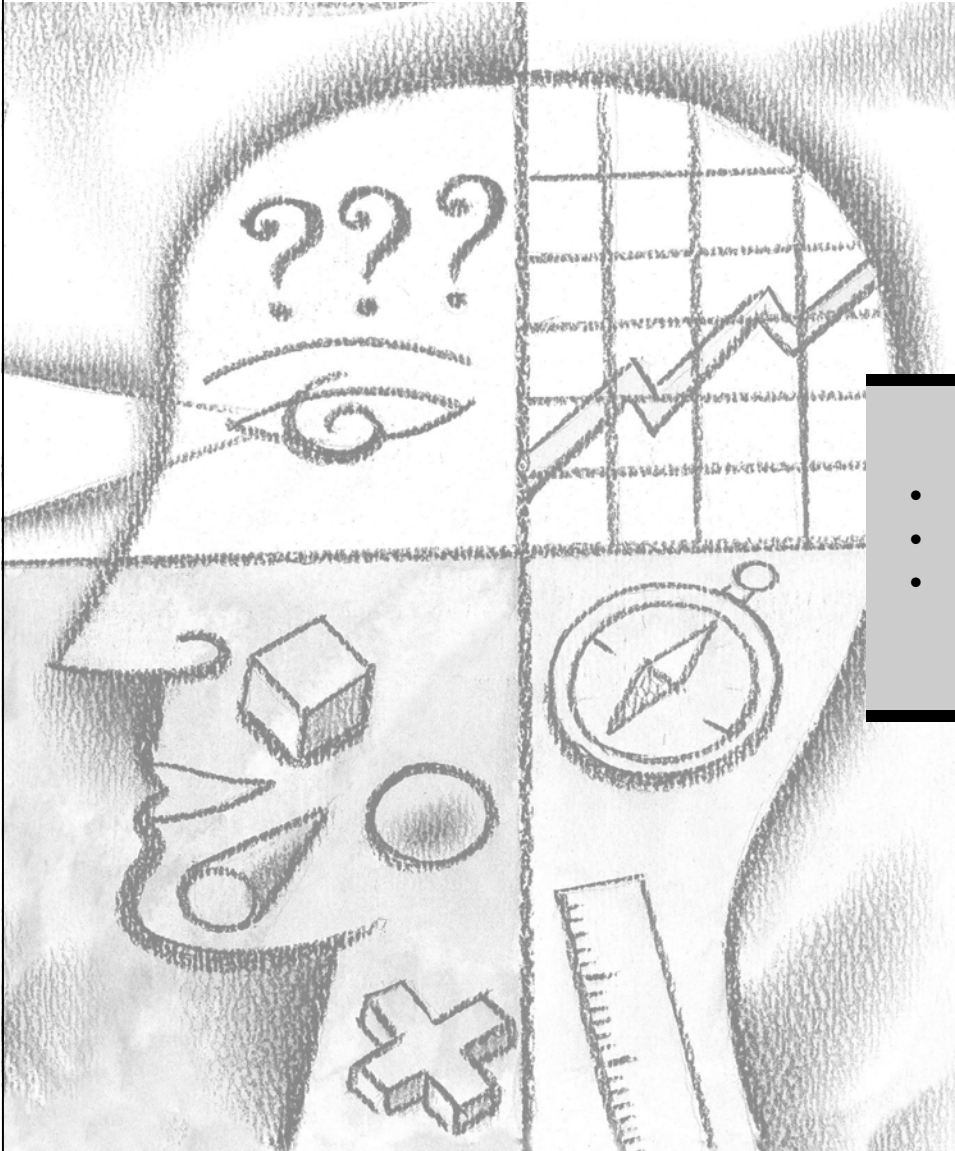
Question 2 - Institutional Key Indicator

Net Cost of Attendance as a Percent of Median Family Income

This indicator will measure the net cost of attending college (including grants, loans, and discounts) against median family income of enrolled students who completed the Free Application for Federal Student Aid (FAFSFA). The definitions and data for this indicator are being revised and will be reported once they are finalized. The Council also plans to update its affordability study.

QUESTION 3

Do more Kentuckians have certificates and degrees?



- Overview
- Statewide Indicators
- Institutional Indicators

Question 3: Do more Kentuckians have certificates and degrees?

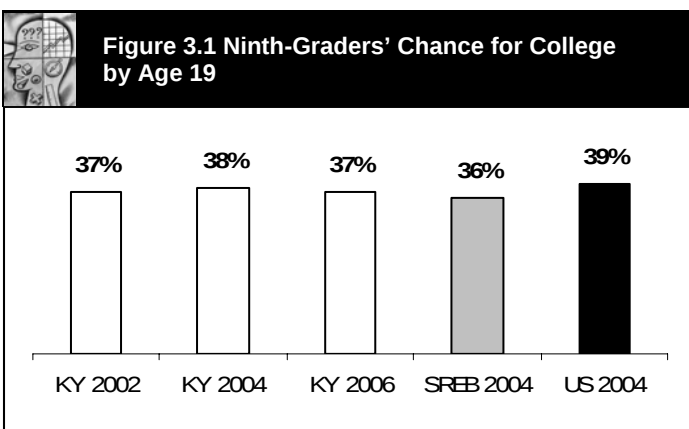
Kentucky must double the number of college-educated adults in Kentucky by 2020 to reach the national average of working adults with a bachelor's degree or higher. To do this, the postsecondary system must recruit and enroll more students, ensure that more students persist to certificate and degree completion, and keep graduates living and working in the state. Reaching these goals will require an infusion of high school graduates and working-age adults into the postsecondary pipeline, including two- to four-year transfer students. The state's future in large part depends upon Kentuckians' ability to advance seamlessly through the educational system and enrich the quality of life in the Commonwealth.

Too few Kentuckians have advanced education beyond high school, and too many students leave college without earning a degree or acquiring marketable skills. Three basic types of indicators help answer question 3: (1) entry statistics, such as the rates at which high school graduates and GED completers go on to postsecondary education; (2) persistence, which tells the extent to which students stay in college and transfer into advanced programs; and (3) graduation, which tells if students are completing their certificate, diploma, or degree programs in a timely fashion.

Question 3 - Statewide Key Indicators

Ninth-Graders' Chance for College

This "pipeline" statistic measures the seamlessness of the P-16 educational system by combining the high school



Source: Postsecondary Education Opportunity reported to Measuring Up with CPE adjustments for missing data in Measuring Up 2006.

graduation rate and the college-going rate into one number. This indicator tracks the transition rate per 100 ninth-graders who enroll in any postsecondary education institution within a year after high school graduation. Over the past decade, Kentucky has dramatically improved its performance on this indicator while the nation on average has declined.

Highlights

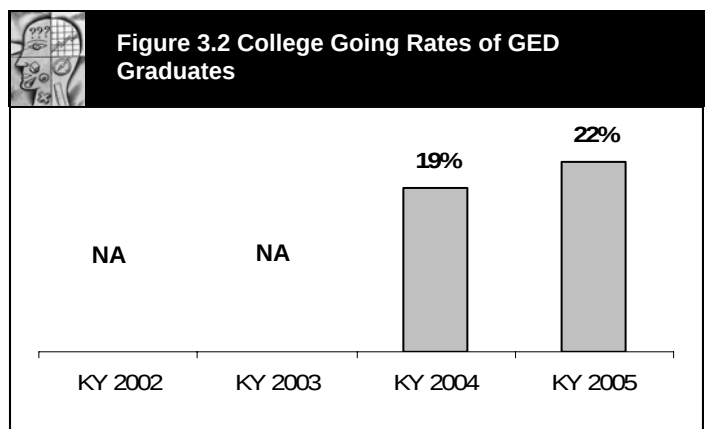
- Kentucky's transition rate of ninth-graders who enroll in college within one year of high school graduation was 37 percent in 2006, down one percentage point from 2004, the previous reporting year.
- Kentucky continues to perform slightly better than the SREB average but is just shy of the US average of 39 percent.

College-Going Rate of GED Graduates

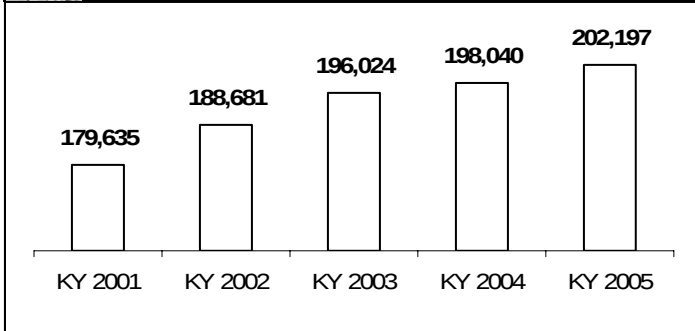
Measured as the percentage of GED graduates who enroll in postsecondary education within two years, this indicator represents an important but often overlooked segment of potential college students in Kentucky. The state is making progress on this indicator. Performance data prior to 2004 is no longer being reported due to poor data quality.

Highlights

- Twenty-two percent of the fiscal year 2003 GED graduates enrolled in postsecondary education by fall 2005, up from 19 percent of 2002 GED graduates.
- Of those that enrolled, 81 percent enrolled in a public two-year institution, 15 percent enrolled in a public



Source: Kentucky Adult Education Comprehensive Database

**Figure 3.3 Kentucky Undergraduate Fall Enrollment**

Source: CPE Comprehensive Database. Data from Midcontinent University is missing before 2003.

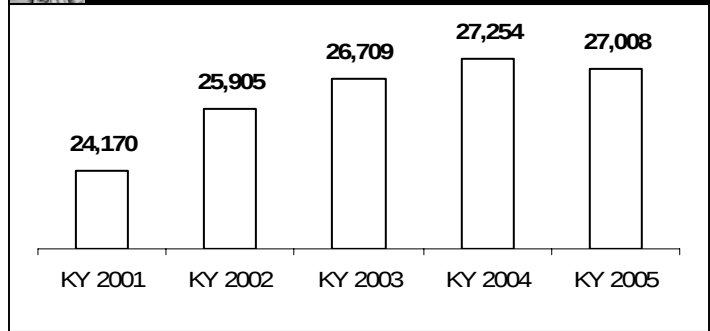
four-year institution, and 4 percent enrolled in an independent institution.

Undergraduate Enrollment

The total headcount enrollment of undergraduate students in the fall semester provides a snapshot of total participation in postsecondary education across the state and has been a leading key indicator since the inception of the Council's Public Agenda. Enrollment figures include all students—public and independent, full-time and part-time, and degree and non-degree seeking. Kentucky has consistently improved its performance on this indicator.

Highlights

- Kentucky again set a new record for undergraduate enrollment in 2005, with numbers exceeding 200,000 for the first time.
- Systemwide undergraduate enrollment increased 2 percent from last year and has increased 22 percent since 2000.
- Growth has been most dramatic at the two-year level, with KCTCS enrollment increasing 43 percent since 2000. The public four-year institutions have increased their enrollment by 11 percent over the same time period.
- Full-time enrollment increased 1.3 percent while part-time enrollment decreased 1.6 percent from last year.
- Kentucky's Asian enrollment increased the most, 5.7 percent from the previous year, while Hispanic and African American enrollments increased 4.7 percent and 3.5 percent, respectively. American Indian enrollment increased 1 percent from 2004.

**Figure 3.4 Kentucky Graduate and First Professional Fall Enrollment**

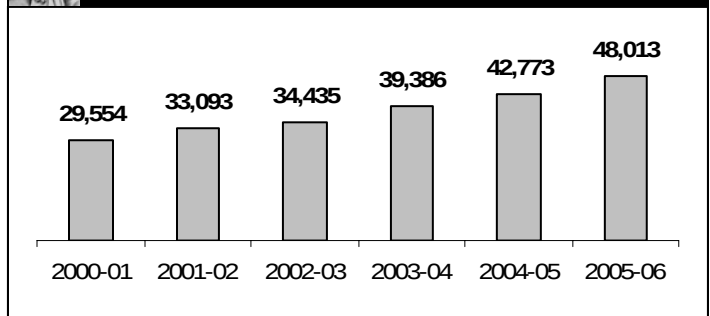
Source: CPE Comprehensive Database

Graduate and Professional Enrollment

The number of graduate and professional students provides another overview of Kentuckians' participation in postsecondary education and reflects the state's investment in Kentucky's professional, scientific, and managerial workforce. Though growth has not been as dramatic as at the undergraduate level, Kentucky continues to improve on this indicator.

Highlights

- Kentucky's graduate and professional enrollment decreased slightly in 2005, with 246 fewer students than in 2004.
- Kentucky's graduate and professional enrollment has increased 11.7 percent since 2001.
- Graduate enrollment for Hispanics increased the most at 6.7 percent, followed by 3 percent for African Americans and 0.7 percent for Asians. Graduate enrollment for whites declined 2 percent, and American Indian enrollment was basically unchanged.

**Figure 3.5 Total Degrees and Other Credentials Awarded Statewide**

Source: CPE Comprehensive Database. Data from Midcontinent University is missing before 2003.

**Table 3.1 Degrees and Other Credentials Awarded by Public and Independent Institutions by Level**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	1 Year % Change	5 Year % Change
Certificate	1,977	3,843	4,055	5,915	7,912	11,831	50%	498%
Diploma	1,609	1,608	1,705	2,226	2,310	2,130	-8%	32%
Associate	5,078	5,567	6,205	6,841	7,139	7,508	5%	48%
Bachelor	14,882	15,839	15,771	16,902	17,456	18,224	4%	22%
Postbac. Certificate	12	45	39	40	27	100	270%	733%
Master & Specialist	4,888	5,035	5,473	6,202	6,570	6,828	4%	40%
Postmaster Certificate	0	0	0	10	18	20	11%	
Doctorate	284	336	347	387	423	476	13%	68%
Professional	824	820	840	863	917	896	-2%	9%
Total	29,554	33,093	34,435	39,386	42,772	48,013	12%	62%

Source: CPE Comprehensive Database

- Total enrollment (both undergraduate and graduate enrollment) of male students increased nearly 4 percent from fall 2004, while female students only increased by 0.5 percent.

Degrees and Other Credentials Awarded

The total number of certificates, diplomas, and degrees awarded annually is perhaps the most important output measure for postsecondary education. The number of graduates has a direct effect on the educational attainment level of the state and is the driving factor in achieving Kentucky's ambitious goal—to double the number of bachelor's degrees by 2020. Figure 3.5 highlights general degree trends, and Table 3.1 details the numbers of degrees and credentials produced by type and year.

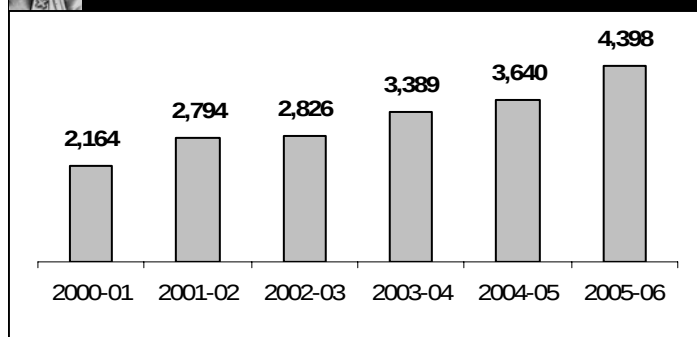
Highlights

- Degrees and other credentials awarded jumped 12 percent, from 42,773 in 2004-05 to 48,013 in 2005-06.
- The total number of credentials and degrees awarded has increased nearly 63 percent since 2000-01.
- Growth in degree and credential production in 2005-06 was driven by a 270 percent increase in post-baccalaureate certificates, a 50 percent increase in certificates, a 13 percent increase in doctoral degrees, an 11 percent increase in post-master's certificates, a 5 percent increase in associate degrees, and a 4 percent increase in both bachelor's and master's degrees.

- Over the past six years, certificates increased nearly 500 percent, associate degrees by 48 percent, bachelor's degrees by 22 percent, master's degrees by 40 percent, and doctoral degrees by 68 percent.

Degrees and Other Credentials Awarded to Racial-Ethnic Minorities

Closing achievement gaps among racial-ethnic groups is a crucial issue for Kentucky postsecondary education. The number of degrees conferred was selected as the indicator that best captures the full impact of achievement gaps at all levels along the educational pipeline. Kentucky has made great strides in this area, yet disparities in achievement persist that must be erased. Please refer to Table 3.2 for breakouts by year and type of degrees and credentials.

**Figure 3.6 Total Degrees and Other Credentials Awarded to Racial-Ethnic Minorities Statewide**

Source: CPE Comprehensive Database



Table 3.2 Degrees and Other Credentials Awarded to Racial-Ethnic Minorities by Public and Independent Institutions by Level

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	1 Year % Change	5 Year % Change
Certificate	191	420	367	499	621	1,244	100%	551%
Diploma	84	96	124	149	197	188	-5%	124%
Associate	341	418	501	536	515	597	16%	75%
Bachelor	1,125	1,369	1,291	1,451	1,507	1,579	5%	40%
Postbach Cert	1	4	9	8	1	9	800%	800%
Master & Spec	326	388	436	606	663	618	-7%	90%
Postmast Cert	0	0	0	0	1	1	0%	-
Doctoral	17	26	23	62	49	78	59%	359%
Professional	79	73	75	78	86	84	-2%	6%
Total	2,164	2,794	2,826	3,389	3,640	4,398	21%	103%

Source: CPE Comprehensive Database

Highlights

- In 2005-06, 4,398 minority degrees and credentials were granted, approximately 21 percent more than the previous year.
- Certificates and diplomas accounted for nearly 33 percent of this total, 14 percent were associate degrees, 36 percent were bachelor's degrees, 14 percent were master's/specialist degrees, and 4 percent were doctoral or professional degrees.
- Seventy-eight doctoral degrees and 84 professional degrees were awarded to minority students in 2005-06. Combined, these equate to roughly 12 percent of the total doctoral and professional degrees awarded statewide.
- The number of minority degrees and credentials increased 103 percent over the last six years, versus a 62 percent increase in total degrees and credentials over the same period.

Question 3 - Institutional Key Indicators

Undergraduate Enrollment

At the institutional level, total undergraduate headcount enrollment is a measure of an institution's contribution to the state's overall participation in postsecondary education. Enrollment also is an essential component of degree production. Please refer to Table 3.3.

Highlights

- Every public institution except Morehead increased its undergraduate enrollment in 2005-06. KCTCS experienced the largest annual increase at 3.6 percent, followed by Murray at 2.6 percent, KSU at 2 percent, and UK at 1.3 percent.
- EKU, NKU, WKU, and UofL all experienced annual increases of less than 1 percent. Morehead's enrollment declined by 2.7 percent.
- KCTCS undergraduate enrollment represented 42 percent of the total in 2005, up slightly from 41 percent in 2000.
- Undergraduate enrollment at Kentucky's independent colleges and universities (AIKCU) increased by 2.4 percent.

Graduate and Professional Enrollment

The total headcount enrollment of graduate and professional students at the institutional level is a measure of the institution's contribution to advanced postsecondary education in Kentucky. Enrollment also is an essential component of degree production. Please refer to Table 3.4 for complete data.

Highlights

- KSU experienced the largest annual increase in graduate enrollment at 3.9 percent, followed by NKU at 3.6 percent.
- Graduate enrollment declined at EKU, Morehead, Murray, UK, and UofL, and remained flat at WKU.

**Table 3.3 Kentucky Undergraduate Fall Enrollment**

	2000	2001	2002	2003	2004	2005	1-Year % Change	5-Year % Change
EKU	12,909	13,023	13,053	13,567	13,837	13,942	0.8%	8.0%
KSU	2,129	2,165	2,107	2,138	2,183	2,228	2.1%	4.7%
Morehead	6,755	7,268	7,712	7,929	7,762	7,549	-2.7%	11.8%
Murray	7,492	7,776	8,088	8,385	8,371	8,585	2.6%	14.6%
NKU	10,859	11,288	12,164	12,223	12,070	12,107	0.3%	11.5%
WKU	13,272	14,135	15,234	15,798	15,846	15,978	0.8%	20.4%
UK	16,899	17,284	17,878	18,190	18,492	18,732	1.3%	10.8%
UofL	14,477	14,131	14,475	14,724	14,933	15,057	0.8%	4.0%
KCTCS	59,415	70,913	76,082	80,695	81,990	84,931	3.6%	42.9%
AIKCU	20,990	21,652	21,888	22,375	22,556	23,088	2.4%	10.0%
TOTAL	165,197	179,635	188,681	196,024	198,040	202,197	2.1%	22.4%

Source: CPE Comprehensive Database. Data from Midcontinent University is missing before 2003.

**Table 3.4 Kentucky Graduate and Professional Fall Enrollment**

	2000	2001	2002	2003	2004	2005	1-Year % Change	5-Year % Change
EKU	1,748	1,890	2,195	2,384	2,346	2,277	-2.9%	30.3%
KSU	125	149	146	168	152	158	3.9%	26.4%
Morehead	1,572	1,759	1,678	1,580	1,531	1,513	-1.2%	-3.8%
Murray	1,649	1,872	1,832	1,715	1,757	1,689	-3.9%	2.4%
NKU	1,242	1,260	1,579	1,722	1,851	1,918	3.6%	54.4%
WKU	2,244	2,444	2,584	2,593	2,667	2,667	0.0%	18.9%
UK	6,217	6,764	7,155	7,289	7,252	6,970	-3.9%	12.1%
UofL	5,627	5,573	5,958	6,101	6,103	5,996	-1.8%	6.6%
AIKCU	2,391	2,459	2,778	3,157	3,595	3,820	6.3%	59.8%
TOTAL	22,815	24,170	25,905	26,709	27,254	27,008	-0.9%	18.4%

Source: CPE Comprehensive Database



Table 3.5 Transfers from KCTCS

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	1-Year % Change	5-Year % Change
EKU	611	567	573	662	701	695	-0.9%	13.7%
KSU	12	31	25	29	39	39	0.0%	225.0%
Morehead	355	362	389	312	396	210	-47.0%	-40.8%
Murray	431	426	444	419	512	493	-3.7%	14.4%
NKU	75	76	76	61	77	79	2.6%	5.3%
WKU	254	378	431	424	474	441	-7.0%	73.6%
UK	893	928	957	896	815	835	2.5%	-6.5%
UofL	424	480	512	551	594	532	-10.4%	25.5%
AIKCU	351	365	402	514	583	583	0.0%	66.1%
TOTAL	3,406	3,613	3,809	3,868	4,191	3,907	-6.8%	14.7%

Source: CPE Comprehensive Database. Data from Sullivan University is not included in AIKCU institutions.



Table 3.6 Six-Year Graduation Rate

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
EKU	31.0%	37.2%	33.1%	37.1%	33.5%	36.9%
KSU	31.1%	33.3%	27.2%	39.0%	29.5%	28.5%
Morehead	39.4%	45.4%	43.8%	44.2%	37.9%	41.6%
Murray	46.3%	55.0%	55.4%	56.3%	57.3%	56.6%
NKU	35.4%	40.7%	37.8%	33.3%	40.5%	40.9%
WKU	41.7%	40.7%	41.0%	43.4%	44.5%	45.5%
UK	55.5%	57.2%	57.8%	61.1%	59.6%	59.8%
UofL	30.7%	33.3%	32.8%	34.9%	33.1%	36.7%
AIKCU	41.4%	44.6%	45.0%	45.4%	48.4%	48.0%

Source: CPE Comprehensive Database. Data from Sullivan University is not included in AIKCU institutions.

- Graduate enrollment at Kentucky's independent colleges and universities (AIKCU institutions only) increased by 6 percent to 3,820 in 2005.

Students Transferring to Kentucky's Four-Year Institutions From KCTCS

The transfer of undergraduate students from KCTCS to four-year institutions will be an important area of growth if Kentucky is to raise its level of educational attainment. This indicator was revised from counting only fall semester transfers to including both fall and spring semesters due to a growing number of transfers that now occur during the spring semester.

Highlights

- Undergraduate students transferring to Kentucky's four-year institutions from KCTCS decreased slightly system-wide, from 4,191 in 2004-05 to 3,907 in 2005-06. Transfers are up 2.5 percent from 2000.
- NKU reported the largest one-year percentage increase in transfers at 2.6 percent, followed by UK at 2.5 percent.
- Transfers from KCTCS declined at five of the public universities (EKU, Morehead, Murray, WKU, and UofL). Transfers remained flat at KSU and at the AIKCU institutions.
- UK remained the recipient of the largest number of transfers during this period, capturing 21.4 percent of the total, followed by EKU with 17.8 percent.
- In 2005, Kentucky's independent colleges and univer-

sities received roughly 15 percent of the total number of transfers from KCTCS.

Graduation Rate

This indicator measures the percent of first-time, full-time undergraduates who graduate within six years of beginning their program and is a widely-used measure of institutional effectiveness. Please refer to Table 3.6.

Highlights

- Morehead reported the largest annual change in graduation rate, increasing 3.7 percentage points in 2004-05, the most recent year available. UofL increased its graduation rate 3.6 percentage points, followed by EKU at 3.4 percentage points.
- Six out of eight public institutions experienced increases in their six-year graduation rate in 2004-05.
- KSU's graduation rate was down 1 percentage point, and Murray was down 0.7 of a percentage point.
- Since 2000, Murray has increased its graduation rate the most (22.2 percent), followed by UofL (19.5 percent), EKU (19 percent), WKU (9.1 percent), UK (7.7 percent), and Morehead (5.6 percent).
- KSU is the only institution whose graduation rate has declined since its 2000 rate of 31 percent.
- The National Center for Higher Education Management Systems reported a national six-year graduation rate of 55.8 percent for baccalaureate students in 2004-05. Only Murray and UK exceeded the national average.



Table 3.7 KCTCS Three-Year Persistence Rate

	2000-01	2001-02	2002-03	2003-04	2004-05
New credential-seeking enrollment three years previous	9,392	9,173	12,309	13,545	12,974
Transferred out	13.5%	12.8%	9.5%	8.8%	11.6%
Completions	8.7%	9.5%	14.1%	18.4%	18.8%
Still enrolled	19.2%	19.9%	16.9%	16.0%	19.4%
Persistence rate	41.4%	42.2%	40.5%	43.3%	49.6%

Source: CPE Comprehensive Database (note: 2001 and 2002 do not include technical colleges.)

Persistence Rate

This indicator is a composite statistic that looks at the percent of incoming KCTCS students who, after three years, have either: (1) completed a certificate, diploma, or degree program; (2) transferred to another institution; or (3) are still enrolled at KCTCS. This measure of student success accommodates the larger number of part-time and intermittent students who enroll at the two-year level and replaces the reporting of retention and transfer rates for KCTCS.

Highlights

- The KCTCS three-year persistence rate increased by 6.3 percentage points, moving from 43.3 percent to 49.6 percent. This was driven by a 3.4 percentage point increase in retention and a 0.4 percentage point increase in completions in 2004-05.
- New credential-seeking enrollment fell by 4.4 percent, from 13,545 in 2003-04 to 12,974 in 2004-05. However, more of these students remained enrolled and persisted to degrees.

Degrees and Other Credentials Awarded by Four-Year Institutions

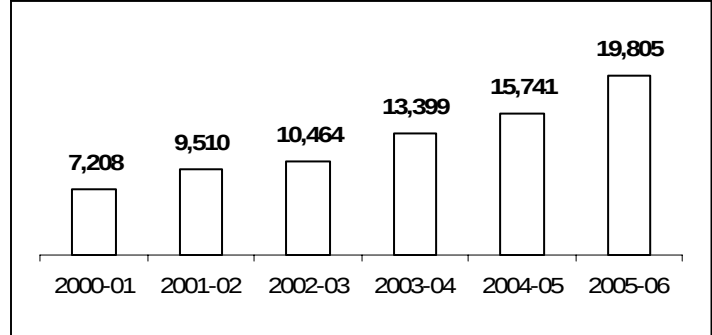
The number of degrees and other credentials awarded each year is perhaps the most important measure of a school's output and the most direct link to the overall goal of increasing Kentucky's educational attainment. This indicator includes only formal awards above the associate degree level to encourage mission differentiation from that of the KCTCS institutions. The results are highlighted in Table 3.9.

Highlights

- In 2005-06, ECU and Murray reported the largest one-year percentage increase in bachelor's degrees at 11 percent, followed by increases of 7 percent at UK and WKU, 5 percent at UofL, 4 percent at NKU, and 2 percent at Morehead. Bachelor's degrees fell by 14 percent at KSU.
- NKU and WKU experienced the largest growth in bachelor's degrees over the last six years, increasing 34 percent and 36 percent, respectively, since 2000-01.
- ECU increased its master's and specialist degrees by 27 percent from the previous year, and Morehead increased by 9 percent. KSU decreased by 40 per-



Figure 3.8 Total Credentials Awarded by KCTCS



Source: CPE Comprehensive Database

cent, WKU by 9 percent, and NKU and UK by 1 percent. UofL and Murray remained unchanged.

- Since 2000-01, ECU has increased its master's and specialist degrees by 114 percent, while NKU and WKU also have reported significant gains, at 92 percent and 41 percent, respectively.
- NKU, UK, and UofL all reported declines in professional degrees in 2005-06, decreasing by 1 percent, 4 percent, and 2 percent, respectively. However, the six-year trend has been positive, increasing by 68 percent at NKU, 1 percent at UK, and 4 percent at UofL since 2000-01.
- UofL granted 29 percent more doctoral degrees in 2005-06 than in the previous year, while UK experienced a decline of 7 percent. Over the last six years, UofL has increased its doctoral degrees by 122 percent and UK by 17 percent.
- In terms of total awards, ECU reported the largest annual increase of 16 percent, followed by increases of 8 percent at Murray, 5 percent at UofL, 4 percent at Morehead and UK, 3 percent at NKU, and 2 percent at WKU. KSU's total awards decreased by 19 percent.
- Since 2000-01, NKU, ECU, and WKU had the most significant increases in total awards, increasing by 45 percent, 39 percent, and 37 percent, respectively.

Associate Degrees Awarded By KCTCS

This indicator reports the total annual number of associate degrees awarded by KCTCS institutions, which is an important statewide factor in raising educational attainment levels. Refer to Table 3.10.

**Table 3.9 Degrees and Credentials Awarded by Level (Bachelor's and Higher)**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	1-Year % Change	5-Year % Change
EKU								
Bachelor's	1,639	1,572	1,664	1,678	1,787	1,980	10.8%	20.8%
Certificates	0	11	4	7	5	12	140.0%	NA
Master's	390	373	462	623	657	835	27.1%	114.1%
Total	2,029	1,956	2,130	2,308	2,449	2,827	15.4%	39.3%
KSU								
Bachelor's	207	219	210	214	229	198	-13.5%	-4.3%
Master's	29	40	41	42	52	31	-40.4%	6.9%
Total	236	259	251	256	281	229	-18.5%	-3.0%
Morehead								
Bachelor's	927	907	887	991	1,038	1,055	1.6%	13.8%
Master's	319	322	398	359	373	406	8.8%	27.3%
Total	1,246	1,229	1,285	1,350	1,411	1,461	3.5%	17.3%
Murray								
Bachelor's	1,225	1,284	1,290	1,440	1,373	1,521	10.8%	24.2%
Master's	502	550	583	573	570	570	0.0%	13.5%
Total	1,727	1,834	1,873	2,013	1,943	2,091	7.6%	21.1%
NKU								
Bachelor's	1,186	1,259	1,374	1,421	1,529	1,584	3.6%	33.6%
Certificates	0	0	0	15	17	20	17.6%	NA
Master's	196	210	292	352	380	376	-1.1%	91.8%
1st Prof.	81	93	101	102	137	136	-0.7%	67.9%
Total	1,463	1,562	1,767	1,890	2,063	2,116	2.6%	44.6%
WKU								
Bachelor's	1,695	1,903	1,878	2,116	2,166	2,313	6.8%	36.5%
Master's	514	517	658	774	797	724	-9.2%	40.9%
Total	2,209	2,420	2,536	2,890	2,963	3,037	2.5%	37.5%
UK								
Bachelor's	3,239	3,488	3,338	3,373	3,285	3,519	7.1%	8.6%
Master's	1,055	924	1,061	1,269	1,358	1,350	-0.6%	28.0%
1st Prof.	375	343	363	372	394	378	-4.1%	.8%
Doctoral	219	216	208	233	276	256	-7.2%	16.9%
Total	4,888	4,971	4,970	5,247	5,313	5,503	3.6%	12.6%
UofL								
Bachelor's	1,819	1,851	1,825	1,890	2,148	2,253	4.9%	23.9%
Certificates	12	32	31	28	20	78	290.0%	550.0%
Master's	1,357	1,313	1,206	1,322	1,373	1,368	-0.4%	.8%
1st Prof.	315	321	323	330	333	327	-1.8%	3.8%
Doctoral	65	90	89	106	112	144	28.6%	121.5%
Total	3,568	3,607	3,474	3,676	3,986	4,170	4.6%	16.9%
AIKCU								
Bachelor's	2,945	3,356	3,305	3,779	3,902	3,801	-2.6%	29.1%
Certificates	0	2	4	0	3	10	233.3%	NA
Master's	526	786	772	888	1,010	1,168	15.6%	122.1%
1st Prof.	53	63	53	59	53	55	3.8%	3.8%
Doctoral	0	30	50	48	35	76	117.1%	NA
Total	3,524	4,237	4,184	4,774	5,003	5,110	2.1%	45.0%

**Table 3.10 Degrees and Credentials Awarded by KCTCS, by Level**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	1-Year % Change	5-Year % Change
Associate	3,760	4,194	4,830	5,420	5,723	6,028	5.3%	60.3%
Certificates	1,839	3,708	3,929	5,753	7,708	11,647	51.1%	533.3%
Diplomas	1,609	1,608	1,705	2,226	2,310	2,130	-7.8%	32.4%
TOTAL	7,208	9,510	10,464	13,399	15,741	19,805	25.8%	174.8%

Source: CPE Comprehensive Database

Highlights

- Associate degrees awarded by KCTCS increased 5.3 percent in 2005-06 to 6,028, up from 5,723 in 2004-05.
- Since 2000-01, KCTCS associate degree production has increased by 60.3 percent.

Certificates and Diplomas Awarded By KCTCS

This indicator tracks the certificates and diplomas awarded by KCTCS each year. These credentials are now included in the key indicators to better reflect the full range of credentialing programs at KCTCS, including the offerings that are most responsive to the changing needs of the workplace. Refer to Table 3.10.

Highlights

- Total certificates and diplomas awarded by KCTCS increased to 13,777 in 2005-06, a 37.5 percent increase from 10,018 in 2004-05.
- Certificates awarded showed the greatest change, increasing 51.1 percent from the previous year.
- Diplomas declined by 7.8 percent from the previous year.
- Since 2000, certificates and diplomas have increased by nearly 175 percent.

Degrees and Other Credentials Awarded to Racial-Ethnic Minorities

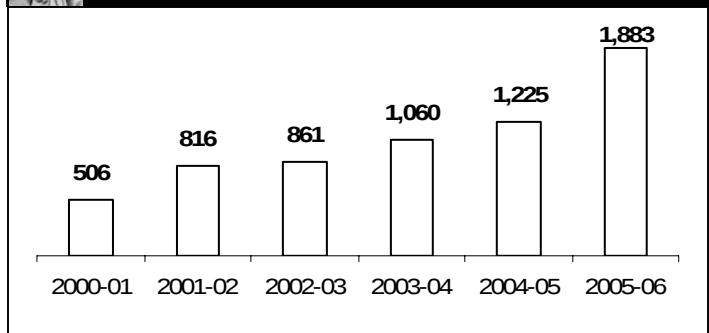
This indicator measures the total number of credentials awarded to racial-ethnic minorities above the associate degree level at four-year institutions and indicates institutions' progress toward closing the achievement gap among its students. This indicator also measures KCTCS's progress

in awarding degrees and credentials to racial-ethnic minority students. Total minority degrees conferred in 2005-06 fell at five of the eight public institutions and increased at three. KCTCS increased the number of certificates and associate degrees awarded to racial-ethnic minority students, while the number of diplomas awarded decreased slightly.

Minority Degrees Awarded at Public Four-Year Institutions

Highlights

- UofL granted the largest number of minority degrees and credentials above an associate degree, awarding 804 in 2005-06. UK and WKU reported 390 and 219, respectively.
- Murray reported the largest increase in total minority degrees and credentials above the associate level with a 26 percent gain from the previous year. UofL also reported a strong increase of 15 percent.

**Figure 3.9 Total Credentials Awarded to Racial-Ethnic Minorities by KCTCS**

Source: CPE Comprehensive Database



Table 3.11 Minority Degrees and Credentials Awarded by Level (Bachelor's and Higher)

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	1-Year % Change	5-Year % Change
EKU								
Bachelor's	59	78	91	84	97	86	-11.3%	45.8%
Certificates	0	0	0	1	0	0	NA	NA
Master's	13	12	32	11	25	38	52.0%	192.3%
Total	72	90	123	96	122	124	1.6%	72.2%
KSU								
Bachelor's	155	154	151	149	162	146	-9.9%	-5.8%
Master's	20	23	27	25	36	18	-50.0%	-10.0%
Total	175	177	178	174	198	164	-17.2%	-6.3%
Morehead								
Bachelor's	36	36	39	35	40	34	-15.0%	-5.6%
Master's	4	15	6	8	13	10	-23.1%	150.0%
Total	40	51	45	43	53	44	-17.0%	10.0%
Murray								
Bachelor's	65	84	77	109	74	98	32.4%	50.8%
Master's	35	44	43	53	62	74	19.4%	111.4%
Total	100	128	120	162	136	172	26.5%	72.0%
NKU								
Bachelor's	35	66	67	76	78	82	5.1%	134.3%
Certificates	0	0	0	2	2	1	NA	NA
Master's	7	12	15	18	30	18	-40.0%	157.1%
1st Prof.	3	2	1	5	10	10	0.0%	233.3%
Total	45	80	83	101	120	111	-7.5%	146.7%
WKU								
Bachelor's	130	148	137	173	180	187	3.9%	43.8%
Master's	33	37	68	33	50	32	-36.0%	-3.0%
Total	163	185	205	206	230	219	-4.8%	34.4%
UK								
Bachelor's	233	291	244	221	257	257	0.0%	10.3%
Master's	54	67	69	95	89	86	-3.4%	59.3%
1st Prof.	28	23	36	29	36	24	-33.3%	-14.3%
Doctoral	14	18	10	26	19	23	21.1%	64.3%
Total	329	399	359	371	401	390	-2.7%	18.5%
UofL								
Bachelor's	276	299	283	334	341	432	26.7%	56.5%
Certificates	1	4	9	5	0	9	NA	800.0%
Master's	141	129	120	295	296	271	-8.4%	92.2%
1st Prof.	42	43	34	44	36	47	30.6%	11.9%
Doctoral	3	6	9	23	25	45	80.0%	1,400.0%
Total	463	481	455	701	698	804	15.2%	73.7%
AIKCU								
Bachelor's	136	213	202	270	278	257	-7.6%	89.0%
Certificates	0	0	0	0	0	0	NA	NA
Master's	19	49	56	68	62	71	14.5%	273.7%
1st Prof.	6	5	4	0	4	3	-25.0%	-50.0%
Doctoral	0	2	4	13	5	10	100.0%	NA
Total	161	269	266	351	349	341	-2.3%	111.8%

Source: CPE Comprehensive Database

**Table 3.12 Degrees and Credentials Awarded to Racial-Ethnic Minorities by KCTCS, by Level**

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	1-Year % Change	5-Year % Change
Associates	252	319	388	429	424	474	11.8%	88.1%
Certificates	170	401	349	482	604	1,221	102.2%	618.2%
Diplomas	84	96	124	149	197	188	-4.6%	123.8%
TOTAL	506	816	861	1,060	1,225	1,883	53.7%	272.1%

Source: CPE Comprehensive Database

- Murray reported the largest increase in minority bachelor's degrees in 2004-05, growing by 32.4 percent to 98 degrees. UofL also reported a significant increase of 26.7 percent.
- KSU and UofL granted the largest percentage of the overall bachelor's degrees to minorities, at 74 percent and 19 percent, respectively.
- All Kentucky four-year public institutions, except for KSU, grant bachelor's degrees at a slightly lower proportion than that of their undergraduate enrollment.

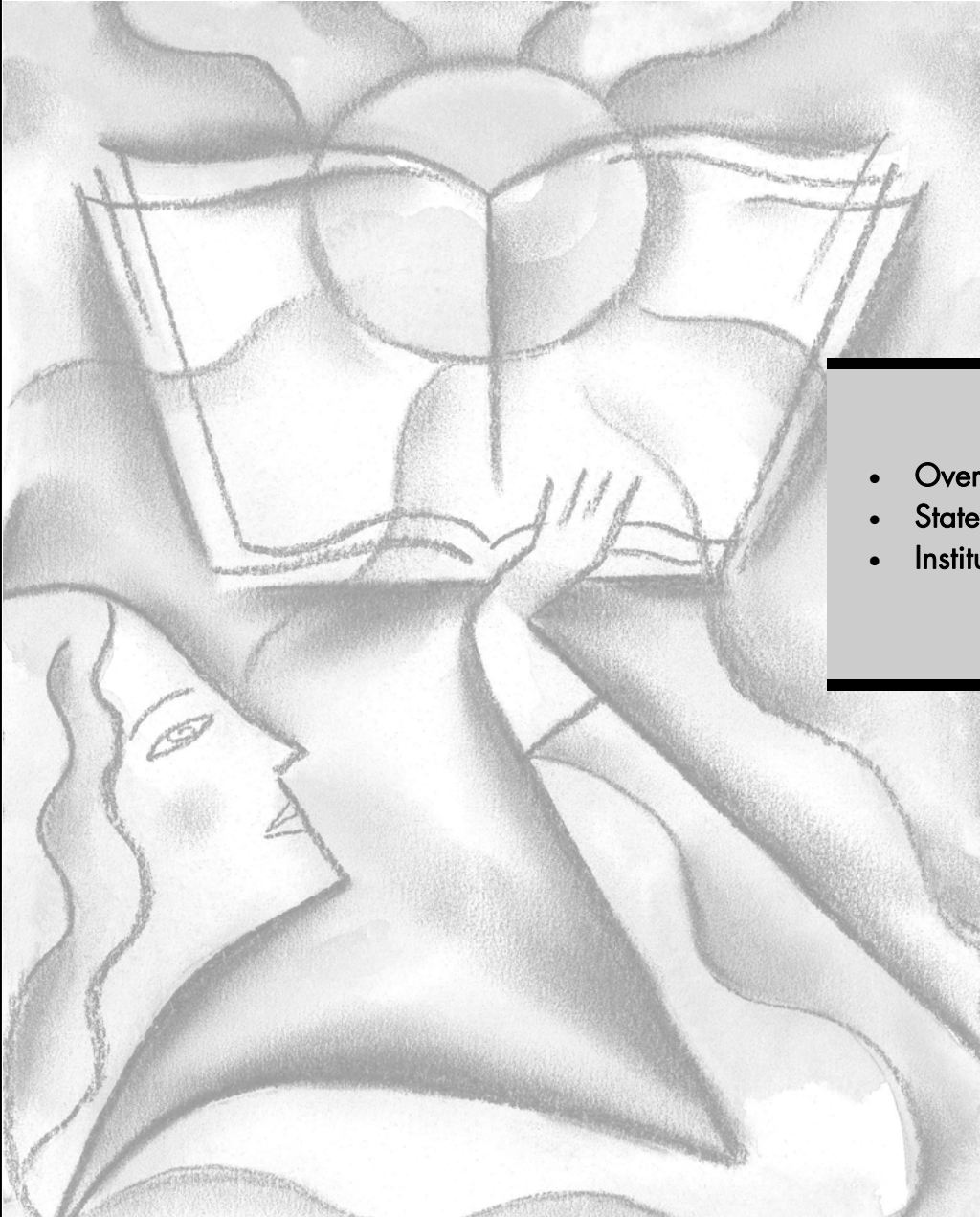
Minority Degrees Awarded at KCTCS

Highlights

- Overall, KCTCS reported a 54 percent increase in associate degrees and credentials awarded to minority students from the previous year, up from 1,225 in 2004-05 to 1,883 in 2005-06.
- The largest number of minority degrees (1,515) were awarded to African Americans.
- The 474 minority associate degrees awarded in 2005-06 equaled nearly 8 percent of the total associate degrees awarded by KCTCS.
- A significant number (1,804) of degree and credential recipients in 2005-06 was not reported in the percentages above because of missing race information.

QUESTION 4

Are college graduates prepared for life and work in Kentucky?



- Overview
- Statewide Indicators
- Institutional Indicators

Question 4: Are college graduates prepared for life and work in Kentucky?

When students leave Kentucky's colleges and universities, they carry with them characteristics, skills, and behaviors that will equip them for life's challenges and the world of work, in Kentucky or anywhere in the world. Postsecondary education instills a sense of civic duty and pride and an obligation to help others through volunteerism and charitable giving. A college-educated individual possesses valuable attributes: the ability to analyze and synthesize information, effective communication and problem-solving skills, and the ability to relate to diverse individuals. Students who are academically engaged and active on campus and in their communities tend to vote more often, lead healthier lives, and be more productive workers and citizens. As universities continue to expand their enrollments, they must be vigilant about maintaining the quality of learning and engagement.

Kentucky's recent participation in the National Forum on College-Level Learning's Student Learning Pilot, along with four other states, demonstrated the feasibility of administering a uniform assessment system to measure the knowledge and skills that students have gained during their time in college. As part of the Council's 2006-08 biennial budget, \$150,000 was allocated each year, beginning in 2007-08, to administer individual student assessments of college-level learning at the state level. An implementation plan for regular, ongoing testing currently is being designed.

In the future, the Council plans to incorporate scores on the Graduate Record Examination (GRE) as an additional index of student learning. Also, final grades for all course attempts are being collected, with the understanding that this data will enable the Council to better analyze and understand select student outcomes, such as for transfer students.

In the meantime, the Council continues to use the National Survey of Student Engagement (NSSE) to measure civic participation and the degree to which undergraduate students are actively engaged in their college or university. A key indicator has been added to reflect KCTCS's upcoming participation in the Community College Survey of Student Engagement (CCSSE), which includes similar questions to NSSE. Kentucky also participates in the National Assessment of Adult Literacy and has paid additional fees to measure literacy at the county level, which allows for comparisons of college and non-college graduates' performance. And Kentucky pass rates on a number of licensure examinations provide information about Kentucky graduates' preparation for professional careers.

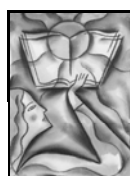


Table 4.1 Kentucky Licensure Examination Pass Rates

LICENSURE EXAMINATION	PREVIOUS YEAR PASS RATE	MOST RECENT YEAR PASS RATE	NATIONAL PASS RATE
NCLEX Pass Rates — Baccalaureate (2004-05)	93%	91%	85%
NCLEX Pass Rates — Associate (2004-05)	92%	91%	85%
NCLEX Pass Rates — Practical Nursing (2004-05)	90%	94%	90%
Physical Therapist Licensing Examination (2005-06)	83%	89%	88%
National Council for Examiners for Engineering Exam, Part 1 (2004-05)	86%	75%	76%
Kentucky Bar Exam (2004-05)	81%	81%	N/A
National Dental Board Exam, Part 2 (2005-06)	92%	98%	N/A
North American Pharmacist Licensure Exam (2003-04)	99%	100%	N/A
US Medical Licensure Exam, Part 2 (2005-06)	95%	92%	92%
American Registry of Radiologic Technicians (2004-05)	91%	91%	N/A
National Board for Respiratory Care Exam (2005-06)	78%	92%	79%

Source: State Licensing Boards and CPE Comprehensive Database

Question 4 - Statewide Key Indicators

Performance of College Graduates on Statewide Learning Assessments

The Council is in the process of determining which college-level learning assessments will be administered to university students. Student performance on these assessments, when implemented, will serve as a proxy for the preparation level of Kentucky's postsecondary graduates and provide meaningful comparisons to other states. In 2004, Kentucky participated in a pilot project with four other states to administer the Collegiate Learning Assessment (CLA). This test is one of several currently under consideration. Community colleges will continue to use ACT's WorkKeys as their primary assessment tool.

Performance of College Graduates on Licensure and Graduate School Entrance Exams

- Performance on licensure and graduate entrance exams provide a strong indication of students' readiness for life and work. Licensure exams directly measure students' employability in their chosen fields, while graduate school entrance exams signal an ability to succeed in advanced study. In most cases, these measures also provide a comparison to other states. Refer to Table 4.1 for licensure examination pass rates. Graduate school entrance exam data are not currently available at the statewide level, but the Council is working to obtain this information.

Highlights

- On the 11 licensing exams tracked by the Council, five pass rates increased, two stayed the same, and four decreased slightly from the previous year.
- Kentucky licensure pass rates exceed national rates in most areas.

Question 4 - Institutional Key Indicators

Student Engagement in the Undergraduate Learning Experience

Using the National and Community College Surveys of Student Engagement (NSSE and CCSSE), this measure

captures the extent to which college students engage in effective educational practices related to high levels of learning and development. NSSE uses a core group of approximately 40 questions from the survey to create five scales or benchmarks of effective educational practice. These include the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. The survey allows for both historical perspectives and comparative information on sector and national norms.

Kentucky's public four-year institutions participate in NSSE every other year, and the two-year institutions within the KCTCS system participate in CCSSE once every three years. NSSE was last administered in 2005 and will be given next in 2007. CCSSE will be fully implemented for the first time in 2008. Therefore, the results reported for NSSE are from the 2005 survey, and there are no results for CCSSE. Please refer to Table 4.2 for NSSE student engagement results by institution.

Highlights

- Systemwide, 1,544 first-year students and 1,907 seniors completed the NSSE 2005 survey.
- Compared with NSSE 2003, there was systemwide improvement in the senior experience in NSSE 2005. The changes in first-year student results from 2003 were more mixed, with some institutions reporting improvements and others declines.
- EKU reported the highest benchmark scores for seven out of the ten NSSE scores. Murray reported the highest marks on the other three NSSE scores, while WKU tied Murray for high score for the extent of active and collaborative learning of first-year students.
- EKU, UofL, and WKU all reported large increases in first-year student-faculty interaction from the previous survey. EKU, Morehead, and UofL experienced significant gains in senior-faculty interaction. Murray also reported a large increase in supportive campus environment among its seniors.
- KSU mistakenly did not participate in NSSE 2005, so 2004 scores were reported instead. All institutions are currently scheduled to participate again in NSSE 2007.

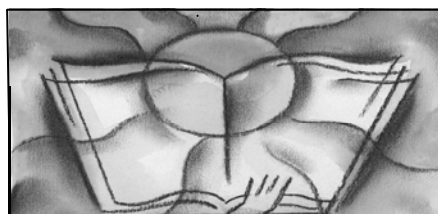


Table 4.2 Student Engagement in the Undergraduate Learning Experience

	FIRST-YEAR			SENIOR		
	2001	2003	2005	2001	2003	2005
EKU						
Academic Challenge	50	50	52	56	55	56
Active/Collaborative Learning	36	39	40	49	51	54
Student-Faculty Interaction	35	39	38	51	49	48
Enriching Educational Experiences			20			37
Supportive Campus Environment	57	59	57	57	56	59
KSU						
Academic Challenge	54	51	49*	53	52	58*
Active/Collaborative Learning	47	40	41*	52	50	53*
Student-Faculty Interactions	39	40	35*	48	47	46*
Enriching Educational Experiences	55	46	25*	54	46	48*
Supportive Campus Environment	58	53	53*	58	53	59*
MOREHEAD						
Academic Challenge	54	52	50	55	55	54
Active/Collaborative Learning	42	39	41	53	50	53
Student-Faculty Interactions	43	39	35	49	47	46
Enriching Educational Experiences			22			36
Supportive Campus Environment	62	56	58	57	55	58
MURRAY						
Academic Challenge	46	51	50	54	55	54
Active/Collaborative Learning	36	42	42	46	49	52
Student-Faculty Interactions	35	40	37	45	50	47
Enriching Educational Experiences			26			41
Supportive Campus Environment	59	62	60	55	61	66
NKU						
Academic Challenge	48	50	48	55	53	54
Active/Collaborative Learning	35	38	40	49	47	49
Student-Faculty Interaction	37	38	35	39	44	41
Enriching Educational Experiences			25			35
Supportive Campus Environment	57	63	57	51	55	56
WKU						
Academic Challenge	46	48	48	48	53	53
Active/Collaborative Learning	39	37	42	37	48	51
Student-Faculty Interactions	34	34	36	34	45	43
Enriching Educational Experiences			26			40
Supportive Campus Environment	58	56	57	56	54	55
UK						
Academic Challenge	52	52	49	53	55	55
Active/Collaborative Learning	36	35	34	45	46	47
Student-Faculty Interactions	35	36	29	42	44	41
Enriching Educational Experiences			23			40
Supportive Campus Environment	53	59	53	48	54	55
UofL						
Academic Challenge	46	48	47	52	54	55
Active/Collaborative Learning	37	35	37	45	44	45
Student-Faculty Interactions	34	32	34	40	40	40
Enriching Educational Experiences			26			36
Supportive Campus Environment	54	54	54	47	51	52

*NSSE 2004 results are reported for KSU since the university did not administer the survey in 2005.

Source: National Survey of Student Engagement

Civic Participation of Students

The civic participation of students through volunteering and voting is another dimension of student preparedness for responsible citizenship. This indicator also uses data from NSSE, providing a national comparison. Four separate questions from NSSE are used to assess the overall civic participation of students. Please refer to table 4.3 for results.

The first question reports the percent of first-year and senior students at Kentucky four-year public institutions who spent one or more hours per week doing volunteer work.

Highlights

- Systemwide, 34 percent of first-year students and 43 percent of seniors reported spending one hour or more doing volunteer work. This is up slightly for both classes from NSSE 2003.
- Among Kentucky public institutions, NKU reported the largest percent of first-year students spending one or more hours doing volunteer work at 39 percent, and Morehead the largest percent of seniors at 51 percent.
- Morehead also reported the largest increase for seniors, improving by 11 percentage points from 2003. For first-year students, WKU reported the largest increase, improving five percentage points from NSSE 2003.

Another civic engagement indicator is the percent of students who reported participation in a community-based project as part of a regular course during the school year.

Highlights

- Systemwide, 31 percent of first-year students and 47 percent of seniors reported participating in a community-based project as a part of a regular course in 2005. These opportunities often are referred to as service learning activities. This was an increase for both first-year students and seniors from NSSE 2003.
- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 35 percent. ECU reported the largest percent of seniors at 62 percent, followed by Murray at 55 percent.
- NKU reported the largest increase for first-year students, improving by 16 percentage points from 2003, followed by WKU's increase of 14 percentage points. For seniors, Morehead, Murray, and UofL all reported 15 percentage point gains from NSSE 2003.

Another civic engagement indicator is the percent of students who reported that their college experience substantially (a combination of "very much" and "quite a bit") enhanced their knowledge, skills, and personal development in terms of contributing to voting in local, state or national elections.

Highlights

- Systemwide, 46 percent of first-year students and 39 percent of seniors reported that their college experience substantially enhanced their knowledge, skills, and personal development in terms contributing to voting in local, state, and national elections. This was a dramatic increase from NSSE 2003 that paralleled increases in the national average as a result of the 2004 elections.
- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 52 percent, followed by NKU at 48 percent. WKU also reported the largest percent of seniors at 45 percent.

The final civic engagement indicator is the percent of students who reported that their college experience substantially (a combination of "very much" and "quite a bit") enhanced their knowledge, skills, and personal development in terms of contributing to the welfare of their community.

Highlights

- Systemwide, 38 percent of first-year students and 42 percent of seniors reported that their college experience substantially enhanced their knowledge, skills, and personal development in terms of contributing to the welfare of their community. This was an increase for both first-year students and seniors over NSSE 2003.
- Among Kentucky public institutions, WKU reported the largest percent of first-year students at 42 percent, followed by NKU at 40 percent. Murray reported the largest percent of seniors at 57 percent, followed by ECU and WKU at 44 percent.
- NKU first-year students reported the largest improvement with a ten percentage point increase, while seniors at Murray reported an 18 percentage point increase in this area.



Table 4.3 Civic Participation of Students						
	FIRST-YEAR PERFORMANCE			SENIOR PERFORMANCE		
	2001	2003	2005	2001	2003	2005
EKU						
Volunteering	44%	32%	25%	52%	40%	44%
Community Projects	18%	28%	29%	42%	48%	62%
Voting	29%	23%	38%	33%	17%	36%
Community Welfare	26%	35%	35%	46%	35%	44%
KSU						
Volunteering	56%	36%	16%*	72%	44%	45%*
Community Projects	42%	49%	47%*	40%	38%	55%*
Voting	39%	29%	23%*	39%	32%	43%*
Community Welfare	27%	28%	18%*	56%	41%	52%*
MOREHEAD						
Volunteering	46%	26%	26%	50%	40%	51%
Community Projects	26%	24%	30%	44%	35%	50%
Voting	38%	18%	41%	33%	23%	43%
Community Welfare	31%	34%	35%	43%	37%	43%
MURRAY						
Volunteering	49%	43%	36%	52%	39%	44%
Community Projects	19%	30%	31%	30%	40%	55%
Voting	27%	28%	36%	32%	23%	42%
Community Welfare	30%	41%	36%	37%	39%	57%
NKU						
Volunteering	36%	36%	39%	43%	42%	40%
Community Projects	17%	14%	30%	32%	33%	41%
Voting	21%	23%	48%	26%	16%	34%
Community Welfare	19%	30%	40%	26%	29%	36%
WKU						
Volunteering	48%	30%	35%	48%	41%	44%
Community Projects	25%	21%	35%	37%	43%	50%
Voting	30%	20%	52%	20%	24%	45%
Community Welfare	24%	33%	42%	39%	36%	44%
UK						
Volunteering	48%	29%	28%	48%	39%	43%
Community Projects	16%	15%	24%	33%	35%	38%
Voting	18%	16%	39%	22%	22%	33%
Community Welfare	20%	27%	25%	33%	32%	42%
UofL						
Volunteering	39%	32%	32%	45%	39%	40%
Community Projects	24%	25%	23%	38%	23%	38%
Voting	25%	17%	43%	29%	14%	26%
Community Welfare	36%	27%	32%	33%	27%	36%

*NSSE 2004 results are reported for KSU since the university did not administer the survey in 2005.

Source: National Survey of Student Engagement

QUESTION 5

Are Kentucky's people, communities, and economy benefiting?

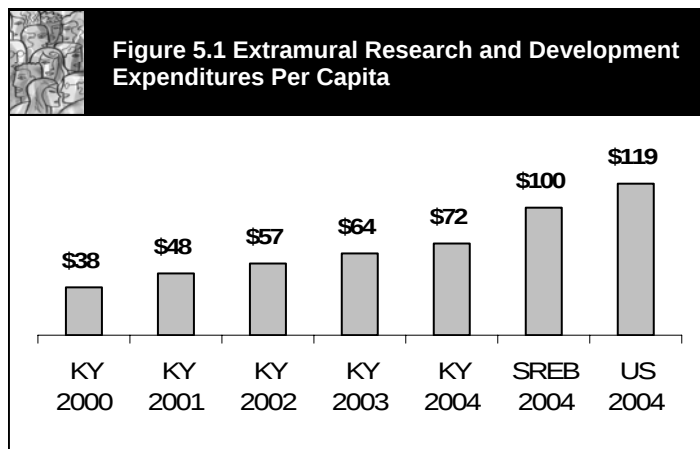


- Overview
- Statewide Indicators
- Institutional Indicators

Question 5: Are Kentucky's people, communities, and economy benefiting?

Postsecondary education can and must play a central role in transforming Kentucky's economy and quality of life. Through expanded research and development, utilization of faculty and staff expertise, and the commercialization of research, colleges and universities spur economic growth and development. But just as importantly, postsecondary education produces individuals committed to the social and cultural welfare of their communities.

The Commonwealth needs globally competitive companies that invest in individuals and communities in every region of the state. Also needed are citizens and communities that embrace art, literature, music, dance, and theater, because they reflect and enrich the spirit of Kentucky's people. Postsecondary institutions must do their part by being good "stewards of place," working with community leaders to advance economic, social, and environmental progress. Otherwise, the House Bill 1 goals of higher per capita income and an improved standard of living will not be achieved.



Source: National Science Foundation

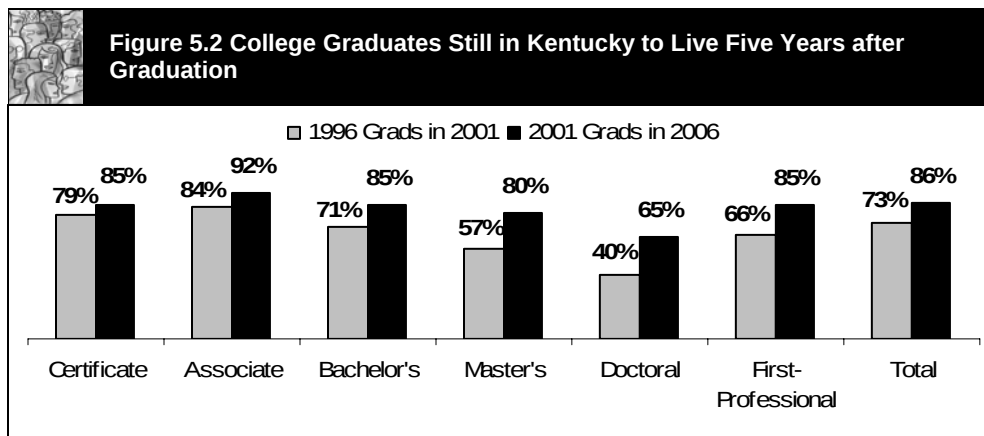
vices to businesses, entrepreneurs, government, and community groups that bring the expertise of faculty to bear on issues of regional and statewide importance.

Research and Development Per Capita

This indicator measures the total research and development activity of the postsecondary system relative to the size of the state, as well as the funds that colleges and universities contribute to the state's economy. This federally derived measure provides comparison to other states, especially Kentucky's economic competitors. Extramural research and development includes state, federal, and corporate research investments. Kentucky has increased its performance on this indicator, but continues to trail SREB states and the nation.

Question 5 - Statewide Key Indicators

Related to Question 5, two types of measures help gauge success – economic development and community outreach. Economic development includes measures such as research and development expenditures, job training programs, and business start-ups. Community outreach indicators include staff and faculty community involvement, school community service projects, and formal partnerships for support ser-



Source: KY Driver's License Data and CPE Comprehensive Database

Highlights

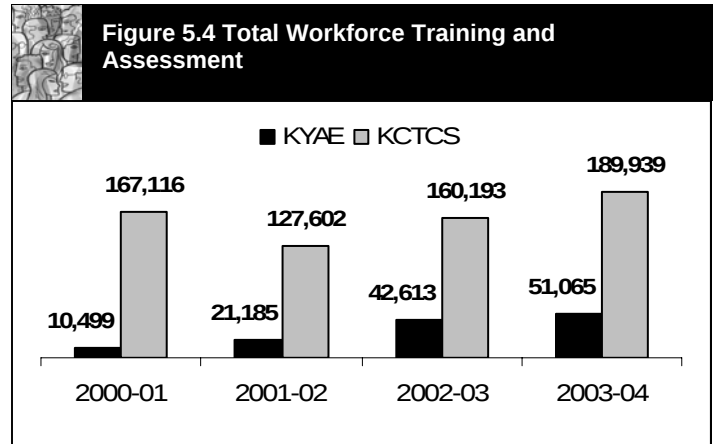
- Statewide extramural research and development expenditures per capita increased by 12.5 percent to \$72 in 2004, compared to \$64 in 2003 (Figure 5.1).
- Kentucky has made good progress on this indicator over the last five years, increasing from \$38 in 2000.

College Graduates Remaining in Kentucky to Live

Recently, the Council added an indicator to track the percent of Kentucky postsecondary graduates living in the Commonwealth five years after graduation. To determine this, the Council matches student data with data from the Kentucky Division of Driver's Licensing. Though imperfect, this measure highlights the importance of retaining a college-educated workforce in the state that can make significant contributions to Kentucky's economy and quality of life. Data show that although talented graduates do leave the state (the "brain drain"), the vast majority of them do stay here to live. Refer to Figure 5.2.

Highlights

- A large portion of Kentucky postsecondary graduates in 2001, 86 percent, held Kentucky driver's licenses in 2006. This compares to 73 percent of 1996 graduates in 2001.
- Associate level degree holders were most likely to remain in Kentucky, whereas students who received doctoral degrees were least likely to remain.
- Roughly one in five non-resident students also remain in Kentucky to live.



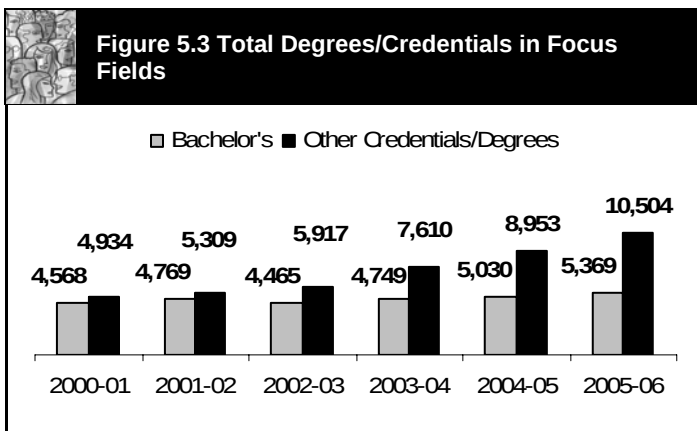
Source: CPE and KY Adult Education Comprehensive Databases

Degree and Other Credential Production in Focus Fields

Graduates in "new economy" fields are vital to Kentucky's efforts to bring high-value jobs and industries into the state. Focus fields include degrees and other credentials conferred in sciences, technology, engineering and math (the "STEM" fields, as defined by the federal Department of Energy's Experimental Program to Stimulate Competitive Research). While Kentucky has made progress on this indicator, most of the growth has been in credentials and does not address the serious need for bachelor's and graduate level credentials. Refer to Figure 5.3 and Table 5.1.

Highlights

- Kentucky's public and independent four-year and two-year colleges and universities produced 15,873 STEM degrees and credentials in 2005-06, an increase of 13.5 percent from 2004-05.
- Systemwide, STEM degree and credential production has increased 67 percent since 2000-01. Most of this growth is in certificates and other credentials, which have increased 113 percent. Bachelor's degrees have increased 17.5 percent.
- In 2003, 30 percent of all the nation's degrees at the bachelor's level or higher were awarded in STEM disciplines, compared to 23 percent in Kentucky.
- Of the public institutions, almost 8,000 of the total STEM degrees were in the health professions, followed by 1,343 in engineering technology, and 1,005 in computer and information sciences.



Source: CPE Comprehensive Database


Table 5.1 Total STEM Degrees and Awards in 2005-06

STEM Area	EKU	KSU	MoSU	MuSU	NKU	WKU	UK	UL KCTCS	Total	6 Yr % Change
Agriculture	38		25	93		81	238	267	742	68%
Natural Resources	15	*		17	*		23		60	-32%
Communications Tech	*			16				152	172	
Computer & Info. Science	20	17	6	64	35	95	95	673	1,005	168%
Engineering	7			13		26	393	433	872	12%
Engineering Tech	84	*	44	125	114	67		33	875	174%
Biological & Biomed. Science	56	18	60	41	44	80	265	162	726	22%
Math & Statistics	24	6	10	23	25	20	66	32	206	26%
Military Technologies										
Physical Sciences	49	*	19	36	33	46	70	59	313	46%
Science Technologies								7	7	75%
Psychology	139	10	42	36	90	150	269	227	963	38%
Health Professions	571	42	161	191	308	437	713	455	5,067	136%
Academic Year 2005-2006	1,007	97	367	655	652	1,002	2,132	1,401	7,041	14,354
Academic Year 2004-2005	922	121	351	621	567	944	1,995	1,359	5,562	12,442
1 Yr % Change	9%	-20%	5%	5%	15%	6%	7%	3%	27%	15%
6 Yr % Change	23%	-7%	40%	8%	47%	43%	8%	12%	577%	99%

Source: CPE Comprehensive Database

Workforce Training and Assessment

Workforce training is a vital service that institutions provide to employees and employers in their communities, one that has a direct impact on economic development. This indicator measures participation in workforce training and assessment programs at KCTCS and Kentucky Adult Education, the organizations that have primary responsibility for workforce training. This indicator includes participation in KCTCS credit and non-credit workforce enrollment, fire/rescue training and employment assessments, and KYAE Workforce Projects, Workforce Alliance, and workforce assessments. Please refer to Figure 5.4.

Highlights

- KYAE and KCTCS reported a combined 241,004 statewide workforce training and assessments in 2003-04.
- KYAE reported approximately 16,000 Workforce Alliance participants and over 21,000 workforce project participants for a combined 42.5 percent increase over the previous year.
- KCTCS reported approximately 112,000 workforce training enrollments and attendance in 2003-04 and another 78,000 in assessments, both significant increases from the prior year.

- Kentucky Adult Education is implementing policy changes emphasizing greater academic focus in workforce education offerings, which may affect participation in this indicator in future years.

Question 5 - Institutional Key Indicators

Extramural Research and Development Funding

Extramural research and development expenditures from federal and all other outside sources reflects an institution's potential for economic development and the positive economic impact this research activity has in its community. Please refer to Table 5.2.

Highlights

- Extramural research and development expenditures increased 14 percent systemwide to roughly \$298 million, compared to \$260 million in 2003.
- The University of Kentucky increased funding by 9 percent to \$203 million in 2004, up from \$187 million in 2003. The University of Louisville reported an increase

**Table 5.2 Extramural Research and Development Expenditures (in \$ thousands)**

Institution	2000	2001	2002	2003	2004	1 Yr % Change	4 Yr % Change
Eastern Kentucky University	\$307	\$318	\$376	\$462	\$286	-38%	-7%
Kentucky State University	\$2,354	\$3,996	\$3,291	\$3,614	\$3,298	-9%	40%
Morehead State University	\$869	\$976	\$1,084	\$1,094	\$1,245	14%	43%
Murray State University	\$1,250	\$1,390	\$1,307	\$1,801	\$2,978	65%	138%
Northern Kentucky University	\$58	\$57	\$48	\$275	\$584	112%	907%
University of Kentucky	\$116,444	\$150,713	\$162,441	\$187,028	\$203,223	9%	75%
University of Louisville	\$30,615	\$34,314	\$57,992	\$62,515	\$81,167	30%	165%
Western Kentucky University	\$3,157	\$3,670	\$4,644	\$3,734	\$5,192	39%	64%
Total	\$155,054	\$195,434	\$231,183	\$260,523	\$297,973	14%	68%

Source: National Science Foundation

of 30 percent, with \$81 million in total extramural research and development expenditures, up from \$62 million.

- Since 2000, the system has increased its extramural research and development expenditures by 68 percent (see Table 5.2).

Business Start-Ups

To encourage and reward Kentucky's research universities in their vital entrepreneurial role, this indicator measures the number of new and continuing companies spun off from university research and commercialization. Specifically, this indicator tracks the number of new business start-ups formed during the institutionally defined fiscal year dependent on the licensing of an institution's technology, based upon survey results from the Association of University Technology Managers (AUTM).

Highlights

- According to the most recent AUTM survey results (2004), UK had five new start-up companies, one which was located in Kentucky. UofL had one new

start-up company with its primary place of business in Kentucky.

- Of the 18 new businesses started by UK since 2000, 17 had their primary place of business in Kentucky, compared to six of the eight businesses started by UofL.

Educational and Service Agreements

Faculty and staff members often provide an invaluable service to their communities through contracts and formal agreements not typically captured by traditional research measures. This indicator is still being developed and will incorporate community engagement measures developed by the Carnegie Foundation for the Advancement of Teaching. Community engagement is defined as the exchange of knowledge and resources between postsecondary education institutions and their larger communities for mutual benefit. Data will be reported when available.

Community Involvement

The formal participation of faculty and staff members in community organizations is an important way in which institutions contribute to their local communities and regions. This indicator also is being defined in conjunction with the Carnegie's efforts to develop a classification based on community engagement. It is intended to measure the number of faculty and staff members engaged in community projects as extensions of their university roles, such as board members and volunteers, among others. Data will be reported when available.

**Table 5.3 Business Start-ups**

	2000	2001	2002	2003	2004
UK	6	3	3	1	5
UofL	1	3	2	1	1

Source: Association of University Technology Managers survey

What are our institutions doing to advance the Public Agenda?



- Comprehensive university initiatives
- Research university initiatives
- KCTCS initiatives

Institutional Initiatives

Part of the Council's charge related to accountability, as specified by KRS 164.020(3), is to report on initiatives undertaken by the institutions to advance the Public Agenda for postsecondary education. In last year's report, the institutions proposed a number of initiatives to be implemented in the coming year aimed at improving performance. This section of the report examines the results of these initiatives.

Eastern Kentucky University

To advance the Five Questions of the Public Agenda, ECU proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- **Fully implement the Title II Teacher Quality Enhancement Grant:** This federal grant creates collaboration between all colleges to align the curriculum of the professional education unit with the Kentucky core content of assessment.

Results: During the three years of the grant, 37 curricular changes were made or are pending. A baseline was established and instruments were developed to assess and update the curriculum and related procedures, which has proven valuable to the academic management of the professional education unit. Even more significant, stronger relationships have been formed between the College of Education and the Colleges of Arts and Sciences, Business and Technology, and Health Sciences.

- **Expand cohort-based graduate programs for teachers (MAT):** Expand the number and locations of graduate programs in teaching offered at extended campus sites.

Results: The Department of Educational Leadership has continued to enhance access to graduate degrees and certifications by developing and staffing numerous cohorts off campus. Cohort programs were offered in seven locations in 2005-06, located in Danville, London, Nancy, Manchester, Mt. Vernon, Georgetown,

and Somerset. Eight new degree cohorts have been added since fall 2005, bringing the total number to 33. The total number of certification cohorts is five. The department also has increased the number of online course offerings in the area of special education in an effort to make programs accessible to more students.

- **Expand Upward Bound, Talent Search, and the Student Technology Leadership Program:** Increase participation in these federal outreach programs for high school students.

Results: Educational Talent Search served 650 participants, Upward Bound served 100 participants, and the Student Technology Leadership Program summer camp served 76 participants.

- **Increase collaboration between Arts and Sciences and Education faculty.** Increase the number of professors working with K-12 educators.

Results: The College of Education has placed a total of 13 faculty members from the College of Arts and Sciences in seven high schools, two middle schools, and one elementary school to work with teachers on a variety of school-identified issues or concerns over a three-year period. In spring 2005-06, four luncheon meetings were held to recruit faculty to serve as professional education fellows. Five faculty members from the College of Arts & Sciences and six from the College of Business and Technology mentored 21 teacher interns as part of the Kentucky Teacher Internship Program in the 2005-06 academic year. Additionally, the College of Education has submitted grant proposals and renewals totaling \$837,500 that reflect various levels of collaboration between Arts and Sciences and Education faculty in educator preparation and professional development. Of these proposals, \$688,500 resulted in funding.

- **Increase dual credit programs and advance high school assessment development.**

Results: To better prepare high school students for postsecondary education, ECU's Director of Transition and University Services served on several statewide

committees to review assessment policies, including the Kentucky Mathematics Achievement Committee, the Kentucky Adult Education Content Standards Advisory Groups for English, mathematics, and reading, and the Kentucky Department of Education Mathematics Task Force. EKU did not implement any new dual credit programs during the 2005-06 academic year; however the university is in the process of revising the dual credit policy to make it more accessible.

Question 2 initiatives

- **Increase the base budget for need-based financial aid.**
Results: \$3 million has been built into the annual base budget for need-based financial aid. The additional funding has helped more than 3,000 of our financially neediest students through grants. Assessment and evaluation regarding the effectiveness of these funds in accomplishing goals related to recruitment and retention of students will help determine future budgeting levels.
- **Build endowment and annual scholarship funds through private giving.**
Results: On June 30, 2006, the EKU Foundation's endowment was valued at \$43.3 million, contrasted with \$24.5 million last year, an increase of 77 percent. Further, an additional \$4.5 million was added to investments in the first quarter of fiscal year 2007, resulting in a value at September 30, 2006, including market appreciation, of \$48.5 million. The majority of endowed funds are restricted for scholarships. University scholarship awards from the endowment funds held by the EKU Foundation increased from \$353,000 to \$445,000 from FY05 to FY06.
- **Increase efforts to strengthen communication with current and prospective students about financial aid opportunities.** Increase direct mail follow-up and financial aid workshops with prospective students in the counties EKU serves.
Results: Total direct mail contacts in 2005-06 numbered 92,946, compared to 75,392 the previous year. This represents an increase of 23 percent, mainly due to the implementation of e-mail contacts with students to expedite service. Thirty-three financial aid workshops were held, an increase of 13.7 percent

over 2004-05, when 29 workshops were held.

- **Advance the EKU capital campaign.**

Results: With almost \$15 million raised in EKU's current capital campaign, more than 50 percent of campaign gifts and pledges to date have been designated for student scholarships or funds that are tied to enriching the student learning experience. The following is a breakdown of the capital committed to date: students at 54 percent; faculty at 18 percent; programs at 20 percent; campus improvement at 1 percent; and new initiatives at 7 percent.

Question 3 initiatives

- **Implement a comprehensive enrollment management planning process.**
Results: The process elements have been developed, which include recruitment, with a special focus on transfers, retention, graduation, and advising as they impact retention and graduation. Each element has strategies for which metrics will be developed and monitored.
- **Develop and implement a system to improve student retention and graduation rates.**
Results: President Glasser appointed a Retention and Graduation Task Force for fall 2006. The Committee's charge consists of: reviewing data and research findings to aid in the understanding of student progress at EKU and elsewhere; identifying major factors and best practices contributing to retention and attrition; identifying and analyzing obstacles to retention and graduation for at-risk, developmental, first generation, and underrepresented students; critically reviewing the impact of academic support and other factors; developing plans to track and assess the outcomes and effectiveness of current and recommended practices; and projecting the budgetary impact of recommended strategies and practices.
- **Develop a system that improves student transitions:** Increase the number of articulation and dual credit agreements.
Results: EKU implemented a total of two new articulation agreements during the 2005-06 academic year, but no dual credit agreements were implemented. The

revised general education program begun in the fall 2006 term allows articulation agreements to align with KCTCS requirements for general education. Thus, additional agreements may be added in the 2006-07 academic year.

- **Explore the addition of new graduate and advanced degree programs.**

Results: ECU made significant progress in exploring additional graduate and advanced degree programs. In 2005-06, the College of Justice and Safety implemented a new master's degree program in Loss Prevention and Safety. The new program is offered completely online and is the only one of its kind in the nation. Extensive preparatory work was conducted for the proposed joint Ed.D. program with Western Kentucky University. Also, the College of Business and Technology conducted a comprehensive review in preparation for a curriculum revision of the MBA program, including the ability to offer the entire MBA program at a distance.

- **Increase and enhance opportunities for underserved populations.** This includes non-traditional, first-generation, minority, and adult students.

Results: In 2005-06, Multi-Cultural Student Affairs provided 70 programs in four basic areas which served 3,145 students. The University Diversity Office provided more than 37 events and 56 retention programs that served 3,000 and 1,996 people, respectively. "It Takes A Village To Raise A Child," ECU's Governor's Minority Student College Preparation Program, served 26 students and 10 schools, up from 14 students and 5 schools the previous year. ECU hosted the 19th Annual Kentucky African American Academically Proficient High School Junior and Senior Conference in June 2006, which attracted 300 students and parents to campus. The Office of Academic Advising and Retention hired new advising staff at ECU's extended campuses to serve non-traditional, first generation, and adult students. NOVA served 218 first-generation, low income students who have an academic need and who demonstrate potential for academic success. Promotion of the First Step to College Success summer program and the addition of an academic skills coordinator led to the highest level of student participation ever in summer 2006. ECU has im-

proved transfer services and advising for underserved students through developing and opening the ECU Transfer Center, which allows students to receive all necessary services in a single location.

- **Improve advising and guidance activities.**

Results: To increase both retention and graduation rates, ECU's Advising and Retention Office developed four strategies which have been or are being implemented across campus: better serve students by improving the campus-wide advising structure (including creation of an integrated campus-wide advising model and a Master Advisor program); strengthen our GSO programs (including peer mentoring and development of a standardized, unified curriculum); improve transfer services and advising (including the development of the ECU Transfer Center and the implementation of liaison relationships with targeted KCTCS institutions); and create programs for at-risk students (including the development of an Early Alert retention system and intensive mandatory advising for students on probation or returning from dismissal). Highlights include the creation of the aforementioned transfer center (the first of its kind in Kentucky), as well as a program to re-recruit students who are not currently enrolled at ECU but are within two semesters or 30 hours of earning a bachelors' degree. The Dean of the College of Business and Technology participated with the Kentucky Council of Business Deans, KCTCS, and CPE to implement a statewide business transfer framework. Other colleges developed their own improvements to advising based on student needs in their particular departments and programs.

Question 4 initiatives

- **Implement strategies to improve leadership and student involvement.** This includes the LINKED (Leaders Involved in Influencing Knowledge, Education, and Development) program.

Results: Many of the colleges within the university expanded internship and co-op opportunities for students. The College of Business and Technology is developing a professional seminar requirement for all students to be implemented in fall 2007, as well as a new living/learning community in Keene Hall specifically designed to engage CBT students at the earliest

stages of their college experience. About 30 Department of Correctional and Juvenile Justice Studies students participated in co-ops. The Department of Loss Prevention and Safety continues to promote leadership to around 100 students through co-operative education, involvement in the Association of Fire Science Technicians student organization, and having students assist with professional conferences. The ECU AmeriCorps program partnered with 12 southeastern Kentucky school districts and provided 58 AmeriCorps volunteers there.

- **Implement strategies to improve students' civic engagement and service learning opportunities.**

Results: The ECU Service Learning Advisory Committee was formed in fall 2005 and met bi-weekly with representation from all areas of campus. Its accomplishments include the development of a service learning Web site; an on-campus faculty survey of service learning and civic engagement activities; operational definitions of service-learning and civic engagement for the ECU community; membership in the Campus Compact, a coalition of college and universities committed to fulfilling the public purposes of higher education; and the development of a new campus-wide service learning event for fall 2006, a QEP initiative to promote and support academic service learning with internal grant monies and professional development. Two additional living/learning communities have been added to support this service learning initiative for a total of three. These three living/learning communities in ECU's residence halls are dedicated to community service, and in 2005-06, they had 93 programs, with 1,642 participants giving 2,770 hours.

- **Enhance accessibility of professional degree/certification programs that prepare students for careers in education, health, safety, and business in service region.**

Results: In 2005-06, Student Affairs hired a full-time Coordinator for Extended Campus Student Affairs to provide programs and services to enhance the extended campus student experience. The number of credit hours taken at extended campuses increased 9.4 percent from last year, from 21,727 to 23,776. The MBA has been made available entirely at a distance using online and ITV modes of delivery. The

number of full-time faculty increased by 11 percent at the Corbin campus, 5.8 percent at the Danville campus, and 40 percent at the Manchester campus. The online AA and BS programs in Correctional and Juvenile Justice Studies were launched. The complete RN to BSN program is offered at five to six sites depending on student interest and enrollment, including Corbin, Danville, Hazard, Manchester, and Somerset. In 2005-06, 56 RN to BSN students graduated, predominantly from these outreach sites. The Department of Correctional and Juvenile Justice Studies' online program began in summer 2006 with 36 students. Many other colleges and departments enhanced distance education offerings during 2005-06.

Question 5 initiatives

- **Increase external funding that supports regional stewardship.**

Results: The Eastern Kentucky Environmental Research Institute began in 2005 with a \$266,667 grant from the Kentucky office of the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR). Since then, the institute has helped attract more than \$124,000 in additional grant funds; more than \$1 million in additional funding is currently pending. During 2005-06, ECU's Center for Economic Development, Entrepreneurship and Technology continued to receive funding support from the EDA, the ARC, KSTC, and DCI, but lost funding from Jackson County due to the completion of the federal Rural Empowerment Zone funding. With regard to community partners, ECU's Center for Economic Development, Entrepreneurship and Technology helped 23 eastern Kentucky companies secure \$715,980 in Kentucky Rural Enterprise Funds; helped one company secure over \$900,000 from the Department of Energy; helped the city of Berea secure a Share Your Heritage Grant valued at over \$25,000; and helped 79 clients to receive a fully refurbished computer system from the McConnell Technology and Training Center (MTTC), as well as software for their businesses.

- **Increase the number of clients served through outreach activities that benefit community or economic development.**

Results: The Center for Economic Development, Entrepreneurship, and Technology reported a total of 960 clients served. The ECU Small Business Development Center served 2,672 nascent, start-up, and existing entrepreneurs. The Training Resource Center continues to serve clients and the community through outreach activities and increased its funding by 11 percent in FY 2006 to \$24 million. During 2006, over 18,581 individuals attended TRC-supported training and facilitation events for over 50 local, state, and national clients. In 2005, the Martin County project received \$150,000 from the Kentucky Environmental and Public Protection Cabinet to conduct an independent assessment of the long-term impacts of the 2000 slurry spill on the public water system. The team also received \$24,000 from the Kentucky office of the National Science Foundation's Experimental Program to Stimulate Competitive Research (EPSCoR) to sample and test well water in Martin County.

- **Expand the number of Regional Innovation Centers.**
Results: The Center for Economic Development, Entrepreneurship and Technology continued to operate three Regional Innovation Centers during the reporting period. The Commissioner of the Department of Commercialization and Innovation implemented a moratorium on the opening of new centers and deleted funding for the additional three centers in ECU's service region.
- **Open a Richmond campus-based business development incubator.**
Results: The incubator in the new Business and Technology Center is currently open, and tenants will begin occupying space in November 2006.

Kentucky State University

To advance the Five Questions of the Public Agenda, KSU proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- **Provide preparatory coursework in mathematics, English, reading, critical thinking, and study skills for incoming, at-risk freshmen.**

Results: The 2005-06 Summer Academic Bridge Program replicated the pilot project in 2004-05 and served 42 students, up from 12 students. The persistence rate was 100 percent.

- **With KCTCS, develop and expand opportunities for adults interested in elementary education and interdisciplinary early childhood education certifications.**
Results: Sixteen new articulation agreements were signed in 2006 between KSU and Bluegrass Community and Technical College to expand existing agreements with Jefferson Community College, Maysville Community College, Central Kentucky Technical College, University of Louisville, University of Kentucky, Vanderbilt University, University of Maryland, and Northern Kentucky University.
- **Provide academic coursework, employment, and counseling for rising high school freshmen through their senior year.**
Results: Sixty-six students participated in KSU's NSF-TEAMS program in summer 2006, up from 58 in 2005. Twenty-nine students participated in the Research and Extension Apprenticeship Program (REAP) at KSU during the 2006 summer semester, up from 21 the previous year. Additionally, a STEM program at KSU hosted 136 elementary students participating in the Pathway and Access to Careers and Technology (PACT) program.

Question 2 initiatives

- **Reallocate existing resources, engage in private fundraising efforts, and seek additional state appropriations.**
Results: Institutional aid or scholarships remained basically flat. However, need-based work assistance increased by 33 percent.
- **Ensure all students complete the FAFSA by not processing financial aid applications until it is complete.**
Results: Over 3,000 students completed the FAFSA with KSU in 2005-06. Of those students, 1,698 enrolled in the university. This compares to 3,168 FAFSA completions and 1,648 enrollments in 2004-05.

- **Provide more information on available financial aid and scholarships to prospective and existing students.**
Results: KSU experienced an increase of 3.25 percent in the volume of print materials distributed to students on financial aid and institutional scholarships between 2004-05 and 2005-06.

Question 3 initiatives

- **Create a general studies completer degree.** Provide associate degree holders the opportunity to design a bachelor's degree that best meets their career objectives and facilitates the pursuit of advanced degrees.
Results: A general education option in liberal studies was established in spring 2005, and 13 degrees were awarded.
- **Create new types of certificates and degrees to meet the needs of the job market.** Collaborate with KCTCS to develop and promote new certificate and diploma level-courses offered as community-based programs in the region.
Results: An online master's degree in special education was established, which will begin in spring 2007, as well as a 2+2 initiative in aquaculture with Southeastern Community College. KSU served 502 students through KET classes in 2005-06, up from 441 the previous year. In 2005-06, 1,397 students participated in 86 online courses, an increase from the 1,284 students and 71 courses last year. The aquaculture program's online classes have grown, with participation in over 25 states and seven foreign countries.

Question 4 initiatives

- **Increase emphasis on the career placement office to secure meaningful employment for graduates.**
Results: From 2004-05 to 2005-06, the career placement office has served 60 percent more students. The number of students who were placed in jobs increased 62 percent.
- **Involve students in university activities that provide meaningful opportunities for practical application of student coursework through service learning and internships.**
Results: The Office of Career Counseling and Place-

ment facilitated 298 co-op placements in 2005-06, up from 267 placements in 2004-05.

- **Expand current service learning and community service opportunities so they become a more significant component of student performance.**
Results: The service learning department involved over 400 students and 20 faculty members in activities such as service learning orientation sessions; workshops for faculty, students and community partners; and individual planning sessions for faculty members. The programs included the KSU after-school tutorial program for at-risk students and the Summer Youth Enrichment Program, a half-day summer camp designed to reach children ages 6-12.

Question 5 initiatives

- **Expand extension services to more counties in the Commonwealth.**
Results: The Environmental Education Center has served over 1,000 students from across Kentucky. The monthly "Third Thursday" workshops at the KSU Research and Demonstration Farm served over 1,100 people. The workshops are designed to educate limited resource and/or small farmers in the areas of new enterprise development, farm production practices, sustainable agriculture systems, budgeting, record-keeping, the use of USDA agencies, farm safety, and marketing systems. During spring 2005, KSU acquired a new Environmental Education Center (EEC). This 300-acre property in Henry County provides hands-on educational opportunities to students from across the Commonwealth, especially those in KSU service counties.
- **Make KSU facilities available for recreational, cultural, and other activities in the Franklin County area.**
Results: Use of KSU facilities by the community increased 13 percent, from 237 instances in 2004-05 to 268 instances in 2005-06.
- **Offer expertise and assistance to county and state government officials in their efforts to lure new industries to the region and state.**
Results: KSU has and continues to offer its expertise in starting aquaculture business ventures and related

training. The university currently is actively pursuing the development or realization of several projects.

Morehead State University

To advance the Five Questions of the Public Agenda, Morehead proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- Recruit, prepare, and support high-quality and diverse educators through traditional and alternative teacher education and certification programs.**
Results: Morehead increased its enrollment in educator preparation programs, with five more students in middle grades, four more in post-masters' specialist programs, and five more in physical education. Enrollment in dual certification areas increased to 57. Morehead graduated five more teachers in special education, 15 more in P-5 education, 21 more in master's level P-5 education, and 3 more in the education specialist program. The MAT program increased to 223 in 2005-06, up from 163 in 2004-05.
- Facilitate a seamless transition of students to postsecondary education.**
Results: College of Education faculty and staff increased their participation in K-12 schools, with 30 national or local projects located in 73 Kentucky counties. The percentage of first-time students needing remediation in math, English, and reading decreased from 46, 39, and 29 percent in 2004 to 40, 32, and 23 percent, respectively.
- Partner with adult education to promote the GED, assess adults' readiness for college, recruit and retain qualified adults, and increase persistence and matriculation among adult students and GED graduates.**
Results: Forty-nine GED graduates enrolled in fall 2004, compared to 36 in fall 2005. The first to third year retention rate for GED students was 39 percent in 2005-06, compared to 41 percent in 2004-05. The Adult Education Academy, which assists adult educators in eastern Kentucky, provided professional development on the American Diploma Project to support persistence and success in postsecondary education. Headcount enrollment in professional development

programs for adult educators rose from 42 in 2004-05 to 62 in 2005-06.

- Partner with state and federal programs such as TRIO and GEAR UP that serve low-income, minority, and first-generation college students.**
Results: In 2005-06 25,234 low-income and first generation middle, high school and adult students were served through the TRIO and GEAR UP programs.

Question 2 initiatives

- Assist students in receiving the maximum possible financial aid package from federal, state, and private programs.**
Results: Initiating Morehead's participation in the KHESLC loan program for nursing and teacher education students increased affordability for the 89 nursing and teacher education majors who participated in the program in fall 2006. Private funds restricted for scholarships increased by 24 percent, from \$423K to \$523K.
- Maintain student affordability by identifying non-tuition sources of support including private gifts, grants, and state and federal appropriations.**
Results: Institutional dollars provided for scholarships increased by 15 percent, from \$2,482,753 in 2004-05 to \$2,877,753 in 2005-06. A new scholarship program targeting KCTCS graduates to help increase the transfer rate of KCTCS students into four-year programs was created.
- Implement initiatives identified through continuous improvement assessments to minimize operating expenses and maximize resources.**
Results: Morehead is in the second year of a multi-year re-engineering process initiative coinciding with the implementation of a new ERP system. The re-engineering project includes a comprehensive review of all current processes used to provide services, as well as research of best practice processes to ultimately revise and refine Morehead processes as the new ERP software solution is implemented. Baseline data have been collected for several key process areas that will measure efficiencies created through this initiative. However, resulting outcome measures are not yet available for comparison.

- **Maintain student affordability and access for place-bound students by increasing offerings at regional campuses and minimizing or eliminating commuter and on-campus housing expenses.**
Results: The number of regional campus and distance learning classes increased from 735 in 2004-05 to 819 in 2005-06. The number of participating students increased from 6,478 to 7,210 during that same period. Distance education or extended campus offerings were expanded in both education and public policy programs.

Question 3 initiatives

- **Increase availability of high-demand degree programs through expanded course delivery at regional campuses and distance learning technology.**
Results: In 2005-06, seven online completor programs for AA, AS, and AAS graduates were added, as well as a master's in educational technology.
- **Coordinate a campus-wide diversity study to recruit and retain minority faculty, staff and students.**
Results: A diversity survey was conducted in 2004. As a result, funds were designated to university marketing to develop radio and television spots in the Lexington and Louisville viewing and listening areas. The number of minority recruitment coordinators increased, and recruitment efforts geared toward graduate students have shown the most success. Morehead also participated in the SREB Faculty Initiative Program to recruit five minority faculty members, with two accepting offers to become tenure-track faculty.
- **Partner with community and technical colleges to educate students on the transfer process and develop articulation agreements and bachelor's degrees via the Internet and on-site at KCTCS campuses.**
Results: The number of first-time transfer students from KCTCS in fall 2005 was 223, compared to 260 in fall 2004. The preliminary number for fall 2006 is 292. The middle grades component program was added at the Jackson regional campus for KCTCS students. Articulation agreements in human services/social work were developed, and articulation agreements in nursing and imaging sciences were revised. New scholarships for KCTCS students transferring to Morehead were created.

- **Implement a comprehensive enrollment management plan:** The plan includes effective strategies for improving recruitment of first-time freshmen and KCTCS transfers, retention and persistence, student satisfaction, and graduation rates.
Results: A Strategic Enrollment Management Task Force was charged in fall 2005 with developing and implementing strategies to integrate the university's programs, practices, policies, and planning related to achieving optimal recruitment, service, retention, and graduation of students. Subgroups were charged with working on 34 objectives related to the long-term planning and evaluation processes in a system of continuous improvement.

Question 4 initiatives

- **Enhance academic programs by using outcome assessments and measures of in-state career placement.**
Results: Praxis II examination scores showed 90 percent of teacher education students achieved passing scores within the first year of program completion. Morehead has maintained a 100 percent pass rate on KTIP exams since the program's implementation. The NCLEX pass rates were 96 percent for associate nursing students and 64 percent for bachelor's nursing students.
- **Increase service learning, cooperative education, and internships to provide experiences relevant to the Commonwealth.**
Results: Numerous academic programs added service learning requirements in 2005-06. The Department of Communication and Theatre added eight classes involving service learning. The Department of Geography, Government and History added service learning to course sections for department students and human rights and global justice, as well as elective internships. The Department of English, Foreign Languages and Philosophy added a service learning component to a section of social ethics. The Department of Music reported an increase of four classes that provided service learning, with the number of students participating increasing by approximately 200 percent since last year. The Department of Sociology, Social Work and Criminology reported an increase of 43 students involved in classes providing service learning, co-ops,

and internships. Management co-op students increased from four to 15 with redoubled efforts by faculty. Math courses offering service learning rose by four percent. Accounting, Economics and Finance saw an increase from 17 to 28 internships. Marketing added a service learning component that represents an increase of 35 students from the prior year. Accounting 388 (the VITA program that provides tax preparation service for local individuals who meet a maximum income limit) was approved for option credit last year.

- **Expand access to state-of-the-art technology that can enhance student learning throughout the academic curriculum.**

Results: A comprehensive university technology plan was developed that will guide the assessment of the impact of technology on student learning. Technology proficiency is required in all programs in the College of Education, including programs requiring knowledge of teaching and learning technologies, exercise science technologies, and/or sport management technologies.

- **Provide students a wide array of civic and service learning opportunities in the regions served.**

Results: A Service Learning Task Force defined service learning, issued recommendations, and developed criteria for designating courses as service learning courses. Seventeen academic departments (81 percent) now have service learning courses. Twenty-one percent of the faculty taught a service learning class in 2005-06. All first-year students spent a class period discussing the Constitution and citizenship rights and responsibilities and were offered the opportunity to register to vote. LEAD students volunteered in voter registration and service learning projects with Rodburn Elementary School, Habitat for Humanity, and the Adult Learning Center. Imaging Science students provided free fetal scans.

- **Maintain the highest level of accreditation or certification appropriate for each academic program.**

Results: Programs in teacher education maintained full State and NCATE accreditation. The Sport Management program was accredited, and the Exercise Science program was endorsed.

Question 5 initiatives

- **Develop a business incubator program to support entrepreneurial activity, including high-tech businesses linked to the university's Space Science Center.**

Results: Four space-related incubator businesses are now housed in the SSC (K-MEC, LFIInc., MEMSComm and KY Radio).

- **Enhance accessibility and utilization of the Small Business Development Center.**

Results: The College of Business' Small Business Development Center (SBDC) was moved to an off-campus location to facilitate easier access for its clients. The SBDC is now cohabitating a building with the Morehead/Rowan County Chamber of Commerce. The College of Business SBDC services clients through four regional offices: Morehead, Ashland, Pikeville, and Paintsville. The College of Business Innovation Center, located in West Liberty, KY, provides clients with technology transfer services, including advice on start-up issues related to financing, patents, and trademarks.

- **Partner with local government agencies and the Center for Rural Development to establish a CenterNet facility for the community.**

Results: The Morehead Conference Center was selected as a permanent site; the installation of equipment is scheduled for fall 2006.

- **Organize an internal support infrastructure for regional stewardship activities and services available through the university.**

Results: Community members and faculty were involved in drafting Morehead's Regional Stewardship Program proposal; an IRAPP faculty member served as lead. IRAPP collaborated with the Kentucky League of Cities to evaluate the "New Cities Initiative," as well as coordinating the Economic Impact Study. The American Democracy Project sponsored a variety of programs around civic engagement. These activities were primarily associated with a week of activities called "Septemberfest: A Celebration of the American Community," intended to foster interaction between Morehead and the surrounding community.

- **Support tourism efforts in the Morehead community.**
Results: Morehead helped launch the third music festival, a community-based concert series at the new Moonlight Stage. Morehead also assisted in the development of a new promotional magazine for the Cave Run Lake area.

Murray State University

To advance the Five Questions of the Public Agenda, Murray proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- **Work with schools to better align math and science curricula.**
Results: The Committee for Mathematics Achievement developed a strategic plan to improve K-16 math education in Kentucky. The committee implemented a coaching/mentoring program for K-12 teachers; two elementary math intervention programs; and math intervention programs at the middle school level, as well as evaluating high school intervention programs. Twenty high schools, 10 middle schools, and 40 elementary schools were involved. The West Kentucky Partnerships in Mathematics and Science Education involved four Murray faculty from the Departments of Biology, Mathematics, Geosciences, and Economics. The Committee assisted teachers with science and math content knowledge through monthly assignments, revision of classroom activities, and a one-week summer workshop. Participants included K-8 teachers at low-performing regional schools, their principals, and superintendents. Two middle schools, one high school, and four elementary schools participated.
- **Develop and maintain outreach programs with K-12 education.**
Results: In 2005-06, 68 high schools were contacted through the Roads Scholars program. Approximately 258 Roads Scholars faculty and staff participated. The Henry County Mentor Program helped at-risk students in Henry County, Tennessee realize their potential as prospective university graduates. Murray's Teacher Quality Institute served 60 K-12 schools in 33 districts, resulting in direct contact among 5,000 students and 70 Murray faculty or staff. TQI also hosted eight summer institutes that served 254 K-12 teachers.
- **Increase opportunities for high school students to take rigorous classes not offered at their high schools and provide greater access to college-level courses.**
Results: Murray's Bridge Program allows high school seniors to take college-level courses at Murray for a nominal fee. Admissions processes were streamlined, and additional support was provided in the way of advising and mentoring. In 2005, 14 students participated, up from 11 the previous year. Courses taken included world civilization, Japanese language and culture, public affairs, communication, nursing, English composition, sociology, German language and culture, and geography.
- **Partner with regional K-12 schools through the Teacher Quality Institute to encourage students to enter the profession.**
Results: TQI has supported the formation of 22 Future Educators of America chapters during the past four years and supplied materials, information, speakers, and technical support. In September 2005, Murray hosted the FEA regional conference, attended by 225 high school students. In 2006, TQI received a grant from the Kentucky Department of Education for a week-long summer camp for high school students interested in teaching as a career. TQI staff planned and implemented a camp attended by 25 students from nine regional high schools. The College of Education, the College of Science, Engineering and Technology, and the College of Humanities and Fine Arts cooperated fully with TQI in providing daily activities that allowed the students to gain knowledge and experience in various areas of teacher certification.
- **Partner with regional K-12 schools through the Teacher Quality Institute to expand dual credit opportunities.**
Results: TQI established a pilot dual credit high school/college teacher education program in six regional high schools in 2002-03. In 2005-06, TQI expanded the Dual Credit Program into additional schools, including Oak, Heath, Marshall County, Crittenden County, and Muhlenberg South. TQI established a new method of providing instructors in these

schools—training a qualified master teacher from each high school faculty. In 2005-06, 75 students were enrolled in dual credit, down from 91 in 2004-05.

Question 2 initiatives

- **Maintain affordability by enhancing scholarship opportunities for prospective students.**

Results: In 2005-06, 4,680 scholarships were awarded totaling \$5.8 million, up from 4,500 awards totaling \$5.1 million the previous year. Murray increased the amount of scholarships available for transfers (from \$1,000 to \$2,000 a year) and lowered the GPA requirement from 3.75 to 3.0. Additionally, Roads Scholars offered 469 scholarships totaling \$281,375, of which 200 were accepted (totaling \$120,650).

- **Improve efficiency and lower costs through distance education, extended campus offerings, and curriculum revision.**

Results: Online and ITV courses increased to 201 in 2005-06, up from 188 the previous year. Enrollments at the regional campuses (Paducah, Hopkinsville, Madisonville, Henderson, Ft. Campbell, Owensboro, Princeton, Job Corp, WEB, KET, ITV) increased from 5,779 in 2004-05 to 5,972 in 2005-06. The university studies curriculum was reduced from 128 hours for the baccalaureate degree to 120 credit hours.

Question 3 initiatives

- **Establish strategies to enhance the six-year graduation rate.**

Results: Murray implemented a number of initiatives to improve student retention and graduation rates. MAP reports were sent to juniors showing them a “road map” to graduation; the graduation package was simplified to make it easier to complete; the Office of Undeclared Major Advising was created, and a full-time advisor was hired; degree application deadlines were advertised widely in the residential colleges; a new Web site was created for prospective and currently enrolled students to help them plan and manage their courses; and the Registrar’s office promoted WKCTC’s mid-semester courses for Murray students who needed what Murray did not offer.

- **Focus greater attention on diversity issues.**

Results: In 2005-06, Murray’s strategic planning goals were focused on diversity. Accordingly, Murray implemented a number of initiatives to recruit and better support minority and international students, faculty, and staff. In 2005, minority enrollment was 494, up from 472 the previous year. International partnerships with institutions in Thailand, Malaysia, and Indonesia were increased; Discover Programs sent students, faculty and staff to China, Korea, and Germany; Arabic language and culture classes were added to university curriculum options; the Multicultural Parents Advisory (MPAC) was formed with 35 current members; the new Marvin D. Mills Center for Diversity was created and a director was hired; Murray developed and funded new minority graduate assistantships and ten new fellowships for minority students; a mentorship program for African American students was formed; a new Director of African American Student Services and Ethnic Programs (AASSEP) was added to the Roads Scholars Program, specifically assigned to Paducah Tilghman, Christian County, and McCracken County high schools; and the McNair Scholars program served 22 first-generation, low-income, or underrepresented undergraduate students and involved 40 faculty and staff members. In addition, this program has an advisory board consisting of a variety of faculty, staff and university administrators.

Question 4 initiatives

- **Increase accountability through student learning outcomes assessment.**

Results: In 2005-06, Murray institutionalized Student Learning Outcomes assessment throughout the university so that all baccalaureate degree programs are assessing student learning. An Office of Institutional Planning and Assessment was created, and a faculty assessment committee was established to review assessment plans and results and provide individualized assessment feedback to each unit. A new assessment Web site provides a record of assessment initiatives, including a bibliography of assessment resources, connections to information on assessment processes, terminology, and assessment techniques. Seven workshops on assessment issues were provided for faculty, with a focus on ethics.

- Create greater awareness of student learning goals for all baccalaureate programs. These goals are called the *Characteristics of the Murray State University Graduate*.**

Results: Murray disseminated posters of the ten learning goals designed by a student organization; decorated Winslow cafeteria with painted wall references to the characteristics; realigned the University Studies (general education) curriculum to reinforce the characteristics; provided students and faculty with an ink pen inscribed with the characteristic highlighted in 2005-06 (diversity); and surveyed the campus to determine where the highlighted characteristic was introduced, reinforced, practiced, and graded.
 - Revise the general education curriculum.**

Results: Murray established a commission composed of community members, students, faculty, and staff to answer the questions: What academic preparation do students need to prepare them for their future? What skills are needed to create a competitive workforce and engaged citizens? What student learning, knowledge, and skills are necessary to address the mission, vision, and characteristics of the Murray graduate? The commission reviewed models, interviewed constituents, and collected information through surveys to inform the process.
 - Increase Murray's contribution to area economic development and advancement.**

Results: The Bureau for Business and Economic Research has undertaken several initiatives, including a Web site redesign to provide current demographic and economic data by county to citizens in the region; a wage and benefits survey conducted at the request of local businesses each of the last two years; a panel discussion conducted about campus resources available to entrepreneurs in the region; at least three different requests for economic impact analyses, one request for a marketing study, and three requests for customized training from regional firms; and basic computer maintenance for the Small Business Development Center. A statewide economic assessment study of broadband investments is in progress.
 - Create a World Trade Center to increase awareness of global economies.**

Results: The Murray office of the Kentucky World Trade Center was created in 2005-06. The Center provided the following services for the west Kentucky region: created a Web site providing information and services available to the Web-based community; initiated the monthly KWTC Murray State newsletter to discuss global economies and cultural awareness; conducted seminars in the region to promote the center's activities and talk about the basic questions to global business, trade, and duties; held meetings with six area Chambers of Commerce; registered businesses as members; initiated an international internship program for Murray students in China, Japan, Indonesia, Morocco, and Turkey; and worked with an international business class on campus to create opportunities for MBA students to work in special projects with local companies to market their products internationally.
 - Expand services to assist local businesses.**

Results: Murray opened the Regional Business and Innovation Center (RBIC) Technology Incubator in January 2006 and added the first tenant in May 2006. The university also opened a field office of the western Regional Center for Emerging Technology (RCET) in Hopkinsville in January 2006.
- Question 5 initiatives**
- Increase student and faculty engagement in the community.**

Results: A new Center for Service Learning and Civic Engagement was created, for which a Coordinator for Civic Engagement was hired. Murray secured a grant from the Kellogg Foundation to enhance the Service Learning Scholars program. The number of service learning workshops available for faculty development increased from three in 2004-05 to five in 2005-06. The number of service learning courses offered increased to 30. Through the American Democracy Project, the university used the *New York Times* in classes across the campus; organized a reception, panel discussion, and theatrical event around theme of Constitution Day; and sponsored Katrina refugees at Murray through housing, tuition, and books.

Northern Kentucky University

To advance the Five Questions of the Public Agenda, NKU proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- **Instill in K-8 students a commitment to go to college by taking special programs to schools, especially in inner-city and rural areas of the service region.**

Results: NKU greatly exceeded its goal of a 10 percent increase in K-12 students served through the following programs and efforts: the Department of Theatre and Dance tour troupes and its P-12 school liaison traveled to more than 52 regional schools; the number of elementary students attending Spirit Day increased from 615 in 2004-05 to 1,115 in 2005-06; 34 theatre students and five faculty directors performed for or taught more than 16,500 P-12 students and interacted with more than 58 teachers; the Center for Integrative Natural Science and Mathematics (CINSAM) provided 16 summer camps for middle and high school students, on-campus and field learning experiences for 350 students in computer science, biological fieldwork, and forensic science, and a special science camp for Latino students; another 300 fourth-grade students came to campus for hands-on math and science activities during Elementary School Science Day; CINSAM again co-sponsored the annual Northern Kentucky Engineering and Science Regional Science Fair that attracted some 200 competitors from the fourth-grade level through high school; CINSAM also co-sponsored the Kentucky State first Lego League Competition for middle school students involving some 200 students and an equal number of teachers and volunteers; about 8,500 elementary and middle school students and 800 teachers participated in the South Counties Project, an inquiry-based science project designed specifically to meet the science needs of students in the six counties south of NKU; and Dr. Mathew Zacate and the Physics Tour de Force visited area schools with demonstrations in physics for approximately 700 elementary and middle school students.

- **Bring elementary and middle school students to the NKU campus where planned programs introduce them to campus facilities, functions, and life.**

Results: NKU exceeded its goal of serving 1,000 students, as 1,588 students participated in 23 campus visits and events. The number of faculty and disciplines in the academic component of the campus visit program were increased by adding archaeology faculty and the archeology lab. Also, a total of 350 K-12 students, teachers, community members, and media attended the Student Technology Leadership Program hosted by the NKU Fifth Third Bank Entrepreneurship Institute.

- **Offer the NKU Academy as a summer remediation program that allows under-prepared high school graduates to make up their deficiencies and gain admission to NKU.**

Results: The 2005-06 NKU Academy enrolled 68 students, exceeding the goal of 60. All 68 succeeded, and 66 enrolled full time, exceeding the goal of 40.

- **Encourage capable and appropriately prepared high school students to earn college credit while still in high school.**

Results: NKU significantly exceeded its goal by teaching 16 classes with an unduplicated headcount of 215 students and a total enrollment of 400 in 2005-06. The target was 12 classes with an unduplicated headcount of 150 and an enrollment of 300.

Question 2 initiatives

- **Provide merit-based financial aid to attract academically talented students (KY residents only).**

Results: A total of 173 students received \$484,432 in scholarships, compared to 44 students receiving \$208,236 the previous year. The goal was 175 students receiving \$500,000 in scholarships.

- **Provide merit-based financial aid to attract students throughout the Commonwealth.**

Results: A total of 22 students received \$44,000 in scholarships, exceeding the goal of 20 students receiving \$40,000 in scholarships.

- **Provide merit-based financial aid to attract a more diverse student body (KY residents only).**
Results: A total of 17 students received \$112,384 in scholarships, compared to five students receiving \$35,820 the previous year. The goal was 15 students receiving \$80,000 in scholarships.
- **Provide a significant pool of need-based financial aid that provides work-study opportunities (KY residents only).**
Results: In 2005-06, 560 students received institutional work-study, exceeding the goal of 344 and the 293 who received work study in 2004-05.
- **Develop new graduate degree and certificate programs based on a strategic planning process that integrates employment forecasts, regional employer needs, and NKU's current and developing capacity.**
Results: NKU hosted a forum for the Business Leadership Network concerning ways to increase workplace diversity. NKU implemented new graduate programs in community counseling and school counseling in fall 2005. Also, the five-year graduate program plan was successfully completed.
- **Reach out to new student markets, especially non-traditional students, by offering off-campus programs.**
Results: NKU implemented the Program for Adult Centered Education (PACE) in fall 2005 at the Covington campus with an unduplicated headcount of 82 in the academic year, exceeding the goal of 65. NKU initiated the CITIBANK MBA program and entered into discussions with Fidelity Investments to provide PACE on-site; one course will be delivered in fall 2006.
- **Reach out to new student markets by offering online programs for those who cannot take advantage of campus-based programs.**
Results: In fall 2006, NKU developed and enrolled the first students in the online Master's of Education program, added an online gifted/talented endorsement course to satisfy a large demand, and began the roll-out of the general education curriculum. Roll-out will continue through fall 2008.
- **Increase success in diversity initiatives at NKU.**
Results: NKU made great strides in diversity in 2005-06, as evidenced by the following: African-American enrollment increased from 653 in fall 2003 to 692 in fall 2006, a six percent increase; full-time freshmen African-American students participating in NKU ROCKS returned at a 22 percent higher rate than non-participants, as well as earning higher grades and more credit hours; Hispanic students increased by 35 percent (122 to 165) over the past three years with a return rate of 89 percent; over the past three years financially eligible Latino students have been awarded over \$50,000 from the Hispanic Scholarship Fund; students with disabilities increased by 12 percent (from 357 to 399) over the past three years with a first-time student return rate of 76 percent; disability services

Question 3 initiatives

- **Develop, implement, and support programs that increase student retention, such as an early warning system for intervention with at-risk students and a peer mentoring program.**
Results: NKU served 374 students in the early warning system, exceeding the goal of 350. In spring 2006, ten mentors and 28 protégés participated in the peer mentoring program, compared to the goal of 15 tutors and 50 protégés. Additionally, 80 percent of the low-income, first-generation college students participating in student support services in 2005-06, as well as 84 percent of KTAP participants, persisted towards degree completion. NKU continues the effort to modernize and institute smart classrooms with approximately 69 percent of all classrooms being smart classrooms. These classrooms are a more effective teaching and learning environment and impact the ability to attract and retain students.
- **Create a new college to promote, support, expand, and strengthen technology-related degree and certificate programs at the graduate and undergraduate levels to meet the projected employment needs of the region and provide the necessary human capital to support employers' needs.**
Results: In May 2005, the NKU Board of Regents approved one of the most dramatic initiatives in the history of the university: the creation of the new College of Informatics. Dr. Douglas Perry joined NKU as the inaugural dean of the College of Informatics on July 1, 2006. Policies and procedures for the operation of the new college are under development.

worked with Steely Library and Information Technology Staff to provide five learning stations for students with disabilities to utilize alternative technology software; foundation scholarship funds totaling \$47,300 were awarded to 45 students with disabilities; and educational diversity housing and diversity tuition scholarship funds have increased in line with growing diversity on campus.

Question 4 initiatives

- **Provide students with opportunities to apply classroom learning to the real world through active involvement in applied and basic research.**

Results: In 2005-06, 318 students participated in the Celebration of Student Research, 51 students received research and travel grants, and \$76,350 in grants for student research was awarded. The goals were 350, 40, and \$52,000, respectively.

- **Provide students with opportunities to apply classroom learning to the real world through courses incorporating service learning.**

Results: In 2005-06, NKU faculty directed 89 service learning opportunities for 1,705 students. The following activities also demonstrate NKU's success: A director of service learning position was created and filled as part of the Scripps Howard center for Civic Engagement; in fall 2005, the NKU Center for Professional and Organizational Development (POD) offered a series of three faculty development workshops on engaged faculty work; in November 2005, POD organized and sponsored a team of NKU chairs to attend the Association of American Colleges and Universities' national conference in Providence, for which POD organized a follow-up debriefing and discussion among the provost and the team of chairs; on February 17, 2006, POD organized and sponsored a campus-wide address by R. Eugene Rice, Senior Scholar, Association of American Colleges and Universities, for which a follow-up luncheon discussion was organized and sponsored by POD.

- **Provide students with opportunities to apply classroom learning to the real world through internships and co-op experiences.**

Results: In 2005-06, 484 students enrolled in cooperative education, an increase of 12.3 percent over the previous year. The target was a five percent increase. A record number of job postings (2,673) were recorded on the CDC's Norse Recruiting job search database during the 2005-06 school year, and 1,393 NKU students applied for these online postings. A total of 1,541 student visitors and 195 employers attended the CDC's three on-campus job fairs last year. Sixty-seven employers recruited on campus via interviews, interviewing 740 students. Additionally, Student Life's Leadership Institute has coordinated Corporate Leadership Conferences with major companies (Proctor and Gamble, Toyota and Target Corporation) in an effort to improve students' professional development skills.

- **Encourage student participation in co-curricular clubs and organizations that enhance student development and develop leadership skills.**

Results: The number of students involved in student organizations grew by 290 students, from 3,882 to 4,172. The goal was 200.

Question 5 initiatives

- **Support regional economic development through the work of the associate provost for economic initiatives, who will work with the business community.**

Results: NKU deployed four projects with regional businesses, faculty, and students with the overall purpose of business development and growth, equaling the target. Six state and federal grant proposals (totaling at least \$4 million) were submitted, again equaling the target. Finally, NKU increased sustainable technological resources needed to positively affect regional economic development through building enabling technologies with College of Informatics Building, RFID Center, Internet Security, Business Continuance, Interoperability, Customer Usage Profiling with the College of Business, Product Development Processes with the College of Arts and Sciences, and Developing Risk Assessment and Management Capabilities.

- **Model good regional stewardship through active participation in Vision 2015.**

Results: NKU faculty members or a dean served as an analyst on each of the five action teams of Vision

2015. President Votruba served as the Co-Chair of the Leadership Team. NKU staff and faculty served as support staff for the Steering Committee. NKU faculty and staff supported the writing, completion, and production of the final Vision 2015 Report.

- **Assist and support community decision makers (P-12, local government, and nonprofit) by providing academic expertise and services that contribute to capacity building.**
Results: NKU experienced a 3 percent increase in the number of projects and services, from 871 in 2004-05 to 900 in 2005-06. Full-time NKU faculty and director-level staff were involved in at least 1,198 different community outreach and public engagement activities during 2005-06, an increase of 37.5 percent.
- **Extend "Making Place Matter," a regional stewardship initiative, by aligning the university to support this work.**
Results: A process called "Strategically Helping Align for Public Engagement" (SHAPE) was formed by NKU deans, department chairs, administrators, and key stakeholders. An institutional alignment matrix was developed, current policies and procedures assessed, and specific steps identified to increase alignment. A series of events, beginning with a cornerstone event called "Laying the Foundation," began the process of alignment that will continue over the next two to three years.
- **Stage visual and performing arts performances and demonstrations for P-12 students and adults, particularly in communities with limited access to the arts.**
Results: The number of students served in ArtReach performances increased from 2,538 in 2004-05 to 3,000 students in 2005-06; NKU served 49 percent more K-12 students than in 2004-05; The Early Childhood Center sponsored a Madcap Theater production on campus for area low-income child care centers, providing 92 percent of the students with their first arts experience; and the music department sponsored two community concerts with regional high schools.

Western Kentucky University

To advance the Five Questions of the Public Agenda, WKU proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- **Provide graduate-level programming for P-12 teachers available in multiple formats and venues and relevant and responsive to the professional development needs of teachers and schools.**
Results: WKU has made substantial progress on this initiative. Work has progressed on developing an educational leadership doctoral program, which will involve four tracks and be ready for CPE review by September 2007 (the earliest the proposed degree can be reviewed.)
- **Improve students' transition to the university through increased awareness of academic programs, admission requirements, and scholarship opportunities (e.g., marketing, counselor networking, and P-12 collaboration).**
Results: Substantial progress has been made. Ongoing cooperative ventures with P-12 schools or institutions were reported by 21 of 44 academic departments (48 percent), including a Project SEED grant to the Department of Chemistry, as well as workshops hosted by the Department of Biology, English, History, Geography and Geology, Physical Education, and Psychology, among others.
- **Provide leadership to align math and literacy between high school and college and train teachers for implementation of programs to achieve this alignment.**
Results: Substantial progress has been made. The Master's of Education in Literacy program (with the Reading and Writing Endorsement) was revised in 2004-2005 with implementation of the new program in fall 2006. WKU has also completed a revision of the graduate-level mathematics curriculum, which will provide a masters-level mathematics program for teachers. Additionally, WKU has formed a "Science Alliance," the mission of which is to "strengthen P-12 science and math education throughout the Commonwealth of Kentucky."

Question 2 initiatives

- **Implement a Financial Aid Communication Plan to inform parents and students of postsecondary education costs and financial aid opportunities.**

Results: WKU's goal of implementing a comprehensive Financial Assistance Communication Plan in 2006 has been achieved.

- **Ensure efficient use of institutional resources.**

Results: Substantial progress has been made toward the goal of enhancing strategic planning and assessment processes. WKU began alignment of various planning activities to enhance efficiencies and ensure consistency and appointed an Outcomes Assessment Team to provide direct assessment support to all campus units.

- **Seek private contributions in support of subsidizing enhanced educational programming and scholarships for students.**

Results: Substantial progress has been made toward the goal to increase endowed scholarships by 20 per year. In 2005-06, 15 new endowed scholarships were added, for a total number of 454. However, no new endowed faculty positions were added in 2005-06, which need to increase by 20 over the next three years.

Question 3 initiatives

- **Pursue an innovative and aggressive marketing and recruitment plan that increases numbers of academically talented and highly qualified students, both undergraduate and graduate, in-state and out-of-state, and international.**

Results: Some progress has been made in increasing the quality of incoming students. ACT scores of incoming students held steady at 21, while high school GPA's rose from 3.12 to 3.16. Tuition Incentive Program enrollments dropped slightly in 2005-06, from 1,646 to 1,633, but the decline could have been greater considering the competing Tennessee Lottery Scholarship program.

- **Increase the number and variety of distance learning programs available to time- and place-bound learners using both campus-based and KYVU options.**

Results: WKU has made exceptional progress in this area, as total enrollments in distance learning increased 15 percent, from 4,413 in 2004-05 to 5,078 in 2005-06. The goal is to achieve a 30 percent increase over three years.

- **Increase undergraduate student retention and graduation rates in line with WKU's strategic plan through focused initiatives and shared accountability for success.**

Results: WKU has made exceptional progress in raising its six-year graduation rate, which increased from 44.6 percent to 45.5 percent. The KCTCS five-year graduation rate increased from 63.6 percent to 76.5 percent. Final numbers for retention are not yet available for fall 2006.

Question 4 initiatives

- **Increase student involvement in service learning, volunteerism, study abroad, problem solving/applied research projects, civic engagement, and other initiatives that enhance student learning.** This initiative includes contributing to the development of social responsibility and citizenship and developing students' breadth, confidence, and competitiveness in the workplace.

Results: During 2005-06, the number of on-campus, project-based internships increased by 254 percent to 33, up from 13, thus exceeding the goal of a 75 percent increase. WKU had 500 students participate in the Dynamic Leadership Institute in 2005-06, and 750 students are expected to be involved next year. The goal is an average of 830 students per year. Enrollment in the Leadership Studies Certificate program increased by 40 percent, from 50 students to 70 students, thus meeting the goal. Currently, WKU lacks a comprehensive mechanism for monitoring its goal of increasing volunteering by 15 percent; however, an Information Technology Specialist has been hired to develop a database to track improvement in this area. To further the goal of providing at least 25 new diversity programs, the Office of Diversity Programs has taken additional steps to increase opportunities for students to engage in activities that will increase awareness and create dialogue about diversity understanding, awareness, and appreciation. In 2005-06, six presentations were made to classes and student

organizations. NSSE scores increased from 2005 to 2006 on the following key questions: completing a practicum, internship, field experience, co-op experience, or clinical assignment (up from 0.51 to 0.53); acquiring job or work-related knowledge or skills (up from 3.04 to 3.06); solving complex or real-world problems (up from 2.70 to 2.78); and contributing to the welfare of your community (2.38 to 2.46). Scores decreased on the following question: Work on a research project with a faculty member outside of course or program requirements (0.19 to 0.18).

- **Strengthen the global dimension of the curriculum and students' educational experiences through increasing the international presence of faculty and students, and increasing international study opportunities.** This includes expanding interaction among domestic and international students on campus.

Results: The number of international students increased six percent over one year, from 499 to 530, moving WKU closer to its goal of achieving a 20 percent increase over three years.

- **Use the academic program review process to ensure academic program quality throughout the curriculum, including core arts and humanities areas essential to enhancing quality of life.**
Results: In 2005-06, a total of 20 academic programs were reviewed through WKU's detailed academic program review process, falling short of the goal of all academic programs. However, 2005-06 was the first year of a new six-year cycle of academic program review. The review schedule is determined through 2010-11, putting WKU on track to complete the review of each academic major by that time.

Question 5 initiatives

- **Support economic development, community advancement, and workforce needs through increased partnerships with other educational institutions including P-12 schools, community agencies, government, business, and industry.** This includes initiatives such as the regional Innovation and Commercialization Center that support entrepreneurship, assist new economy businesses, and attract highly educated adults to the state.
Results: Nineteen of 44 academic departments (43 percent) reported ongoing cooperative ventures with P-

12 schools or institutions. In 2005, the Small Business Accelerator hosted 12 companies. Two companies left and three more were added, for a total of 13 companies in 2006. In 2006, 53 jobs were created by the Center for Research and Development, up from 31 jobs the previous year.

- **Increase contract and grant activity that engages WKU faculty and students in research and service activities that advance economic development, learning, and quality of life.**

Results: Grant awards and contractual revenue for 2005-06 totaled \$13,695,979 and \$1,930,789, respectively, up from \$6,539,199 and \$1,895,350. This represents an increase of over 85 percent.

- **Expand community outreach opportunities in creative and accessible ways that address the needs of diverse constituencies served by the university.**

Results: WKU's goal is to achieve the three learning outcomes identified in its Quality Enhancement Plan (students will be better able to apply their knowledge and training, will demonstrate greater respect for diversity, and will possess a greater awareness of their responsibilities as citizens). At least one of these three learning outcomes appears in the current assessment plan of each academic major. Assessment will take place over the 2006-07 academic year, when units will be expected to incorporate one or more of these outcomes into their assessment plans. Because the QEP is built on the premise of student engagement with community, the university's stewardship and public engagement priorities are becoming more deeply inculcated into the teaching mission.

University of Kentucky

To advance the Five Questions of the Public Agenda, UK proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- **Increase the number of organizational and academic relationships created between the College of Education and the other academic and professional colleges, including Arts and Sciences.**

Results: Cross-college collaboration is occurring within the Partnership for Mathematics and Science Education Reform. The Colleges of Education and Engineering are collaborating on grant proposals and outreach to increase the pipeline for engineering students. A new joint appointment in Education (75 percent) and Engineering (25 percent) will advance these collaborations.

- **Increase the number and quality of pre-service teachers completing a science or mathematics education program, and increase the number of in-service teachers successfully understanding and implementing standards-based and inquiry-oriented science or mathematics programs.**

Results: In 2005-06, there were 14 graduates in mathematics and science education in the Master's with Initial Certification program (MIC). This compares with 21 in 2004-05 and 17 in 2003-04. The current cohort, scheduled to graduate in 2006-07, has 18 individuals enrolled. The quality of MIC students who completed the program is consistently good. Math students had average overall undergraduate GPAs of 3.5, 3.3, and 3.3 for the 2004, 2005, and 2006 cohort groups. Science students had average overall undergraduate GPAs of 3.2, 3.1, and 3.3. The completers math students for the MIC program had average GRE quantitative scores of 663, 762, and 666 for the same three years, and science students averaged 575, 642, and 587. The undergraduate pipeline for mathematics and science education is increasing modestly. There were 21 graduates in 2006 compared with 15 in both 2005 and 2004. The aggregate average GPAs and ACT composite scores for students who completed the programs between 2004 and 2006 demonstrate consistent academic quality. The math education students had average overall undergraduate GPAs of 3.3 and ACT scores of 26, while the science education students averaged 3.2 and 25, respectively. In-service K-12 teachers completing mathematics and science summer institutes offered by the Appalachian Mathematics and Science Partnership (AMSP) increased by 40 percent from 2004-05 (444 teachers) to 2005-06 (623 teachers). Results of pre- and post-tests administered at the 2004-05 and 2005-06 AMSP summer institutes for enhancement of K-12 teacher knowledge and pedagogy in mathematics and science

showed significant improvement in the understanding of key science concepts. Students enrolling in the 39 mathematics and science courses created or revised by AMSP course development teams increased by 60 percent from 2004-05 (707 students) to 2005-06 (1,131 students projected).

- **Partner with the Fayette County School System to develop strategies and models for improving P-5 education, such as the "Great Schools Initiative" that will be piloted in 2005-06 at the Booker T. Washington Academy.** The initiative has received funding from the Knight Foundation to support an external evaluation, which will document specific initiatives that produce the greatest gain for students.

Results: Thirty-five (mostly first-year) UK students participated in the Great Schools mentoring project, with each student contributing two hours per week of mentoring/tutoring at the primary center of the Booker T. Washington Academy, for a total of more than 1,000 hours of service at the school in the 2005-06 school year. CATS scores at Booker T. Washington Academy showed an 11 point increase in 2006 over the 2005 baseline CATS score.

Question 2 initiatives

- **Develop a multi-year tuition and fees strategy as part of the Top 20 Business Plan that will allow families to plan for the total cost of education, while allowing the university to set rates comparable to UK benchmark institutions and surrounding states.**

Results: In fall 2005, undergraduate, resident, tuition and mandatory fees increased by 12.5 percent; in 2004, the increase was 13.6 percent. Each year the university monitors enrollment patterns to assess the impact of tuition increases. Undergraduate enrollment increased by 1.3 percent from fall 2004 to 2005. By design, the first-time freshman cohort decreased slightly (3.2 percent) from 3,961 to 3,835. To further assess the potential impact of tuition, the university annually evaluates enrollment patterns from Kentucky's poorest counties and enrollment among Pell Grant-eligible students. For example, between 2001-02 and 2005-06, UK's enrollment from Kentucky's underserved and/or Appalachian counties rose by 5 percent, even though the number of high school graduates from these coun-

ties declined during that same period. In addition, in 2001-02, there were 3,165 Pell Grant recipients at UK. In 2005-06, there were 3,472, an increase of 9.7 percent. UK's overall undergraduate enrollment increased 8.4 percent during that same period. In addition, UK annually reviews the tuition levels of its benchmark and regional institutions and has remained competitive. UK's tuition and fees were 85.7 percent of the benchmark median in 2004-05, compared to 90 percent in 2005-06. Among regional competitors, UK was 66.5 percent of the median in 2004-05, compared to 70.6 percent in 2005-06.

- **Provide academic scholarships such as the Governor's Scholars and Governor's School for the Arts Program, the Legacy Tuition Program, and academic-based scholarships for first-year, transfer, and currently enrolled students.**

Results: UK awarded more than \$30 million in institutional scholarships for the 2005-06 academic year to 1,515 first-year freshmen, 170 transfers, and 5,606 continuing undergraduates. As enrollment and tuition have increased, UK has dedicated additional funding to academic and need-based scholarships, such as Governor's Scholars and Governor's School for the Arts scholarships to first-year students, which increased from 125 in fall 2001 to 304 in fall 2005. The Legacy Program also continued to grow, from 245 students in fall 2004 to 489 students in fall 2006. In 2003-04, UK dedicated \$1M to assist needy students in meeting the increased cost of tuition. An additional \$500,000 was added in 2005-06. The \$1.5M was awarded to returning students with at least a 2.5 cumulative GPA and unmet need after receipt of all aid from all other possible sources. Eighty percent of these funds are awarded to Kentucky residents. In the long term, the Top 20 Business Plan calls for increasing the university's discount rate from the current 17 percent to 20 percent by 2020. In the short term, the plan calls for a broad study of UK recruitment and admissions, including financial aid policies. The university has contracted with an external consulting firm and anticipates a full report by the end of the 2006 calendar year.

- **Develop and support strategies to ensure that institutional need-based assistance increases as tuition and fees increase.** Potential strategies include increasing

the amount of institutional need-based assistance by the annual percentage increase in tuition and mandatory fees or allocating a specific percentage of anticipated tuition and fee revenue for institutional need-based assistance.

Results: To monitor the impact of tuition discount rates on enrollment, especially the diversity of first-year students, UK developed comparisons using the number of graduates from Kentucky public high schools from 2001-05. The number of public high school graduates dropped by less than a percentage point in that period. UK's enrollment of Kentucky high school students increased by 977 (or 7 percent). The number of graduates from Appalachian high schools in Kentucky dropped by 2 percent, while UK's enrollment of students from those counties increased by 5 percent. The number of graduates from high schools in CPE's "underserved counties" dropped by 5 percent. UK's enrollments from those counties increased by 5 percent. As a result of a very aggressive approach to recruiting minority students during 2005-06, UK had a record enrollment of 294 African American first-time students in fall 2006. Additionally, the Top 20 Business Plan calls for an assessment of recruitment and admissions processes, including university efforts to recruit a diverse student body. The university has contracted with an external consulting firm, and a full report is anticipated by the end of the 2006 calendar year.

Question 3 initiatives

- **Increase the ACT composite scores and high school GPAs of first-year students; increase the percent of total first-year students that are African American, other minorities, and international students; and develop a new admissions process that recognizes leadership and other characteristics related to academic success at UK.**

Results: From fall 2004 to 2005, the ACT composite scores (including SAT converted scores) of first-year students increased from 24.4 to 24.7, while the middle 50 percent range remained the same at 22 to 27. High school GPAs rose from 3.53 in fall 2004 to 3.56 in fall 2005. The percent of first-year students who were African American declined from 6.6 percent in fall 2004 to 3.7 percent in fall 2005. The percent of

"other" minorities grew from 5 percent to 6 percent of the first-year class, while the percent of international students increased slightly from 0.3 percent to 0.4 percent. In response to the decline in African American students beginning with the fall 2006 class, all first-year applications for undergraduate admission are reviewed in a holistic fashion. Specifically, factors for consideration include demonstration of extracurricular activities, leadership roles, work experience, community service, awards, strength of high school schedule, and rank in class. In addition, all applicants complete three "written interview" questions related to contributions to diversity, overcoming obstacles, and how they stand out from other candidates. The additional information provides a more comprehensive review of each applicant. In October 2005, Interim Provost Scott Smith appointed the Committee for Research and Analysis on the Success of African American Students, which recently provided an in-depth report of its findings and recommendations to the President and Provost.

- **Establish the Chellgren Center for Undergraduate Excellence to serve as the university's focal point both for innovation in premier undergraduate education and for dissemination of those innovations that hold the greatest promise for a wider student audience.**
Results: UK made good progress in establishing the Chellgren Center for Undergraduate Excellence. A national search is currently underway to fill an Endowed Chair position, and three professorships were established. These highly regarded faculty will serve as mentors to undergraduate students. A governing board was established consisting of directors of a number of premiere undergraduate programs that work in intense collaboration to develop reform initiatives. Additionally, UK undergraduate students were awarded the following nationally prestigious, external scholarships: 1 Fulbright, 1 Astronaut Scholar, 1 Goldwater Scholar, and 1 Jack Kent Cooke Scholar. The Jack Kent Cooke Scholar is one of the most lucrative awards for students of exceptional academic caliber who demonstrate financial need; the award is for up to \$50,000 a year for six years in any field at any institution.
- **Enhance and maintain the national prominence of graduate programs at the doctoral level and in cross-**

disciplinary areas such as public policy studies, nutritional and biomedical sciences, international studies, and public health.

Results: In 2004-05, UK had 16 programs recognized at the level of top-20 or top-quartile, compared to 15 in 2005-06. The 2003-06 Strategic Plan goal was to achieve a minimum of 15.

- **Develop high-quality graduate certificates in emerging areas such as health policy, nanotechnology, bioinformatics, clinical research skills, and rural community leadership.**
Results: During 2004-05, there were 28 graduate certificates awarded in emerging areas such as health policy and administration, clinical research, public health and leadership, anatomical sciences, clinical research, cognitive sciences, gerontology, and sensing technology, compared to 17 in 2005-06. New graduate certificates developed in 2005-06 included Nursing Studies, Anatomical Sciences, and Cognitive Sciences. UK currently offers a total of 24 graduate certificates.
- **Offer innovative opportunities for earning undergraduate, graduate, and first-professional degrees through programs such as the MD-PhD, BS-MD, and BSN-PhD tracks.**
Results: In fall 2005, UK began offering the MD-PhD program, with an enrollment of 16. Also, UK began offering the BS-MD program for the first time, with an initial enrollment of ten students. The BS-MD Accelerated Course of Study is a special track developed for a small number of motivated, mature high school students who intend to pursue a career in medicine.

Question 4 initiatives

- **Create and sustain mission-driven, high-quality academic programs that are relevant to Kentucky's workforce needs and ensure individual program and institutional accreditation.**
Results: External accreditation documents the quality of UK's academic programs in critical professional areas. Over the last two years, there have been no cases where programs failed to achieve accreditation status. During 2005-06 external accreditation was completed by Computer Science (ABET); two programs in health

sciences; two programs in counseling; College of Public Health (Council of Education for Public Health); Early Childhood Education/Laboratory School (National Association for the Education of Young Children); and the College of Medicine's 17 programs (Accreditation Council for Graduate Medical Education). Also, UK has implemented a Quality Enhancement Plan (QEP) funding program to promote an ongoing, systematic approach to quality enhancement and support improvement initiatives identified as a result of program review. Eighteen units successfully completed program reviews in 2005-06, compared to 20 the previous year. In 2005-06, six new QEP projects were funded in response to improvement needs identified through successfully completed program reviews for Anthropology; Center for Historic Architecture and Preservation; Experiential Education/Career Services; Foreign Languages and International Economics; Gerontology; and Historic Preservation. These projects focused on a wide range of student learning outcomes at a variety of student degree levels. Another critical QEP award was made to the College of Arts and Sciences to examine current approaches to and alternatives for instruction in lower-level mathematics. This initiative contains three strategies: to expand and improve tutorial support; to strengthen the coordination of lower-level mathematics courses through the hiring of a Director of Service Courses; and to explore and potentially implement a computer-based, self-paced remedial mathematics course.

- **Advance curricular reform and innovation in the university's general education program, the Honors Program, the Writing Program, and across all baccalaureate programs.**

Results: In 2004-05, the University Studies Program completed a self-study and review by an external committee. The review was extended into 2005-06 to engage the entire campus in achieving significant reform of UK's general education program. The current timeline calls for the reform initiative to be completed in 2006-07. Also, in summer 2006, an assessment project was launched to review the impact of a "Writing in the Discipline" (WID) pilot project that began in fall 2004. A writing assessment rubric was developed to reflect student learning outcome goals and achieve consistency on the holistic rating of student papers.

Raters received training, and papers were selected at random from the total enrolled in all sections of WID courses in 2004-05 and 2005-06 (79 sections). The final number of papers evaluated was 192. Preliminary results are under review and will be presented to the appropriate University Senate committee this fall.

- **Create and sustain living-learning communities for first-year students that offer opportunities for residence-based education emphasizing inquiry-based learning, multifaceted student-faculty interactions in and out of class, community building, community service, and experiential learning.** UK has developed living-learning communities to respond to students' perceptions that the campus climate is too big, impersonal, and uncaring. Living-learning communities help establish a small school atmosphere within the broader context of a large research university.

Results: In 2005-06, UK had 459 participants in living-learning communities, including the Honors Program. All students who participated were retained from fall to spring semesters in the 2005-06 academic year. Students indicated a greater sense of satisfaction with their school experience, as evidenced by focus groups and surveys administered in the 2005-06 academic year. Overall academic achievement improved, evidenced by higher grade point averages. Two new living-learning communities were opened in the fall 2006. One of these communities focuses on Sustainability and Recycling issues (GREEN Community) and the other on Gender, Culture and Violence (RAVE Community). Partnerships with UK Dining Services and the College of Agriculture have been established for the GREEN Community. A partnership with UK Women's Place has been developed for the RAVE Community. The assessment component will include both the gathering of quantitative data through survey research and qualitative measures gleaned from focus groups.

- **Further internationalize the educational experience through curriculum development and scholarships for study abroad, international research and service activities, and international student recruitment to ensure success in a global society and workforce.**

Results: Study abroad student numbers declined from 427 in 2004-05 to 421 in 2005-06. Accordingly, the

Office of International Affairs hired a Director for Study Abroad in spring 2006, and a newly developed Education Abroad Business Plan is pending approval. These activities align with a new emphasis on internationalization in the recently approved 2006-09 UK Strategic Plan. Accordingly, international student enrollment increased from 1,457 in fall 2004 to 1,484 in fall 2005. A proposal for the new International Studies undergraduate major is pending approval by the College of Arts and Science, with an anticipated start date of fall 2007.

Question 5 initiatives

- Recruit and retain faculty with nationally prominent and externally funded research programs.** Through the Research Challenge Trust Fund (RCTF) program, UK has been able to recruit a quality faculty that can compete successfully for additional research dollars.
Results: As of 2005-06, UK has created 82 endowed chairs, of which 54 have been awarded, as well as 182 endowed professorships, of which 107 have been awarded. In 2005-06, these exceptional faculty secured \$43.9M as the principal investigators (PIs) on grants and contracts; as PIs or Co-PIs, they secured \$80.0M in awards.
- Expand the outreach component of research, increasing the efficiency and impact of faculty work through programs like the Commonwealth Collaboratives, Partnership Institute for Math and Science Education, the statewide Kentucky Cooperative Extension Service, the Collaborative Center for Literacy Development, the Kentucky Consortium for Applied Research and Treatment, and similar programs.**
Results: The Commonwealth Collaboratives were first funded by the University of Kentucky in March 2006. Twenty-three Commonwealth Collaboratives were established, but one was dropped due to cancellation of a state contract. The collaboratives were established in Kentucky's five priority areas of need, as follows: health (11), education (4), economic development (3), the environment (3), and culture/quality of life (2). All Commonwealth Collaboratives have proposed key indicators of progress; each will be measured annually against stated goals over a three to five-year period. Additionally, the Partnership Institute for Mathematics and Science Education Reform, representing the Colleges of Arts and Sciences, Education and Engineering, was created in May 2005. Faculty and staff associated with the institute received four comprehensive external grants, totaling \$938,000 for outreach science and mathematics-based K-12 teacher professional development. The outreach professors in mathematics and science within the Appalachian Mathematics and Science Partnership (AMSP) Project were awarded over \$2.9 million in grants from the National Science Foundation (NSF) to enhance the quality of K-12 mathematics and science instruction in eastern Kentucky. AMSP awarded eight Partnership Enhancement Projects (PEP) (up to \$30,000) to 16 Kentucky school districts in 2005-06, a 65 percent increase over the previous year.
- Respond to changes in national research priorities and opportunities, including homeland security, the National Institutes of Health Roadmap, the National Nanotechnology Initiative, and others.** As an example of its efforts to implement this priority, UK recently announced \$4.9 million in awards from the Institute for Hometown Security, including projects from areas of materials science to agriculture.
Results: UK's extramural awards reached \$290.4M in 2005-06, which included \$4.9M in funding from the Department of Homeland Security. Total research expenditures for 2004-05 reported to NSF (not yet official) exceeded \$300M for the first time, including over \$180M in federally-funded expenditures. UK continued a major NSF-EPSCoR project in nanotechnology. The majority of UK's research was conducted in the CPE/New Economy priority areas.
- Develop and maintain critical clinical programs in specialized areas of need in central, southern, or eastern Kentucky, while working with local providers to advance the availability of appropriate levels of care in the community in order to keep patients in their own communities whenever possible and move them to Lexington only for advanced subspecialty care.**
Results: UK HealthCare is partnering with community hospitals by developing a network of UK specialists who deliver services in rural regions of the Commonwealth. The Markey Cancer Center Affiliation Network currently includes St. Clair Regional Medical Center,

Rockcastle Hospital, and Harrison Memorial in Cynthiana. An extension of the Gill Heart Institute recently opened in Danville. Case mix index is a measure of the acuity of the patient—the higher the index, the sicker and more complex the patient. This measure serves as an indicator of progress in increasing the appropriateness of referrals to UK HealthCare. Since 2004, UK HealthCare's case mix increased from 1.6864 to 1.7338 through fiscal year 2006. Not only is UK HealthCare growing, but the acuity of new patients also is increasing and the appropriateness of referrals has improved.

- **Implement a facilities master plan for UK HealthCare, including construction of a new patient care facility, enhanced ambulatory facility, combined medical and dental education building, and new research facility with an extensive vivarium.** UK HealthCare has initiated planning for revitalization of its facilities within a broad context, not just planning for a new hospital facility but also for the health care delivery systems of the future.

Results: Construction on the new hospital parking garage has begun and is expected to be complete in fall 2007. The construction on the extension of Huguelet Drive also began and will be complete in October 2006. Planning and design for the new patient care facility during 2005-06 was ongoing and realized the completion of schematic design and the initiation of design development. Additionally, the master planning for the medical academic campus and the ambulatory care clinics was completed. With these two pieces UK now has a comprehensive master plan for the medical campus addressing all three missions: education, research and clinical care (inpatient and outpatient).

University of Louisville

To advance the Five Questions of the Public Agenda, UofL proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- **Emphasize teacher preparation, especially in high-need areas, by improving the alignment of skills and curriculum offerings with the districts and P-16 Council, and restructure undergraduate and alternative certification programs with special emphasis on preparing teachers in STEM areas, special education, middle-level, English as a Second Language, and teaching literacy/numeracy across the curriculum.**

Results: The university has made extensive revisions in its teacher education programs, such as reinstating all of the undergraduate teacher education programs; developing a collaborative pre-service teacher preparation initiative with local school partners to enhance clinical preparation for working with high-need populations and areas; and expanding pilot initiatives with school districts and arts and sciences partners for "retooling" educators and alternative certification candidates into STEM areas. Undergraduate programs in special education and elementary/early childhood have been fully implemented, and UofL has assumed an integral partner role in JCPS GE math/science initiative.

- **Develop teacher induction programs that focus on the highest need areas and support teachers in underperforming and high poverty schools to address equity and performance issues.**

Results: UofL has established a relationship with JCPS and OVEC districts for teacher induction efforts that recognize the earlier graduation of students in undergraduate certification programs and that address those issues through more extensive pre- and post- certification clinical and induction experiences. A plan is being developed to intensively focus professional development school activities in underperforming and higher poverty schools to address equity and performance gaps.

- **Support the American Diploma Project to better articulate high school/college curriculum connections by working closely with P-16, OVEC superintendents, and JCPS to develop strategies to address the statewide agenda and align teacher preparation curricular offerings and requirements in schools.**

Results: A P-16 council has been formed in the region in collaboration with the Ohio Area Education Collaborative (OVEC) and JCPS. This partnership has resulted in the delivery of increasing levels of professional development and transfer of information/materials regarding curricular development in math/science, social studies and literacy. The university is moving forward with the creation of joint structures to address each of the primary goals regarding the ADP, teacher and administrator preparation/mentoring, and better alignment of programs, from admissions strategies through induction, with the needs of the districts.

- **Expand dual credit opportunities for students and work with the departments of mathematics and English at UofL and faculty from JCPS to develop the curricula.**

Results: In 2005-06, there were 238 participants in dual credit classes. The university provided funding for a position in both math and English to coordinate dual credit activities in a more systematic manner. UofL continues to work with JCPS to provide better opportunities for students.

Question 2 initiatives

- **Evaluate affordability indices by analyzing factors such as tuition as a percentage of state per capita personal income (PCPI); a "weighted" PCPI for students by Kentucky counties of residence; the "net change of student support per FTE from state appropriations" and "state appropriation per student adjusted for PCPI"; the cumulative effect of tuition rate increases over the past five years; and an analysis of tuition as a percent of total public funds.**

Results: In fall 2005, the Executive Vice President and Provost appointed a Tuition and Fee Setting Task Force to comprehensively research, analyze and recommend tuition and fee rates for the 2006-07 academic year. The task force met with CPE's Vice President for Finance to better understand the Council's position on affordability and the newly adopted CPE tuition-setting guidelines, which included graded maximum increase percentages based on the amount of funding provided by the Commonwealth in its budget legislation. The undergraduate resident rate for 2006-07 is \$132 less than the maximum parameter established for UofL. The undergraduate nonresident rate is 2.57 times the rate

charged to residents for 2006-07, which meets the Council's parameter that requires nonresident rates be at least 1.75 times the resident rate. The Council approved the 2006-07 tuition rates for the University of Louisville on April 5, 2006.

- **Ensure UofL tuition is consistent with a series of indices based upon routine statistical analysis from the office of the Vice President for Finance.**

Results: When determining tuition rates, UofL conducted a series of analyses to compare tuition and fees with aspirational benchmarks and competitors. A number of affordability analyses were conducted to look at per capita personal income of the service area, state median family income, and net price calculations for the lowest-income families (from JBL data).

- **Ensure that any proposed tuition rates do not create undue hardship for students by annually earmarking funds for the student financial aid budget to offset the projected tuition rate increases; maintaining the financial aid commitments at roughly the same program levels as in previous years; and adjusting the student financial aid budget to offset tuition rate increases.**

Results: UofL increased the student financial aid budget by \$4.6 million. Most of this amount – \$3.7 million – offset the 13 percent tuition rate increase and maintains the financial aid budget at roughly the same program expenditure levels as the prior year. To ensure no qualified student is denied admittance to UofL for financial reasons, \$400,000 was earmarked specifically for need-based financial aid, and an additional \$500,000 was included to fund merit-based scholarships.

- **Implement SUCCEED, which provides admissions and financial aid counseling to high school juniors and seniors.** SUCCEED identifies and works primarily with African American students (end of junior year/beginning of senior year) who are not quite ready for college, but who could be with better counseling, preparation, and financial aid information.

Results: A list of eligible students (students who possess a PSAT index of 120 or better) were received from JCPS. These students (100+) will be invited to learn more about the SUCCEED program beginning in mid-April and running through August. The goal is to have

at least 20 students participate in the program. This year, the SUCCEED program is being completely reinvented, including staff and operational procedures.

Question 3 initiatives

- **Improve retention and graduation rates by recruiting high-quality students and investing in academic support services and peer mentoring programs, including intensive tutorial support for math, student success seminars to promote academic and co-curricular life skills, and other support programs that promote classroom success, develop life skills, and build student confidence.**

Results: In 2005-06, the average comprehensive ACT score of incoming freshmen was 23.9, up from 23.5 the prior year. In fall 2006, the first-time freshmen retention rate was 77percent, and the projected 3 percent increase in the graduation rate was achieved. UofL also served more students in REACH, the university's central academic support services unit for lower-division undergraduates.

- **Increase investments in graduate assistantships and fellowships (both in terms of increasing the number of support lines available and enhancing the amount of support that can be offered to incoming graduate students). Streamline admissions processes to help increase the number of graduate students and doctoral graduates.**

Results: Graduate student lines increased from 527 to 553, diversity lines from 26 to 33, and stipend minimums from \$10,000 to \$10,500 per year. African American doctoral graduates increased from 3 to 9. Phase I of the Graduate Admissions Imaging project was completed in fall 2004. Due to PeopleSoft and OnBase (imaging software) upgrades, Phase II was delayed until December 2006.

- **Participate in the Ph.D. Completion Project aimed at increasing the graduation rates of doctoral students.** The program measures retention and degree completion and provides for interventions from family support to completion grants to enhanced mentorship.
- Results:** UofL increased the number of doctoral degrees from 112 to 144 per year, and Ph.D. Completion Awards from 0 to 19 per year.

Question 4 initiatives

- **Improve the quality of student learning by revamping the summer orientation program to promote student awareness of the full range of activities offered on campus. Align summer orientation programs with the university's freshman initiation event and academic orientation during the fall semester.**

Results: While summer orientation programs continue to include broad information about social and cultural experiences, they now emphasize engagement in academic and co/extra-curricular activities with more information and activities tailored to the experiences and interests of entering students. Major improvements include the use of student learning outcomes to organize and guide summer orientation and continuation experiences; the development of online modules introducing standardized content for academic orientation courses campus-wide; the integration of an online College Student Inventory to identify individual student areas of vulnerability; renewed participation in the national CIRP survey, which profiles the entering class against a nationally recognized standard; and freshman "reading groups" with campus administrators offered in fall 2006, with the intention of developing a "book in common" project for subsequent orientation years. Blackboard course shells provided ongoing contact through the summer with 2,400 entering freshmen, who also had Blackboard access to academic orientation (STOMP) modules online. Ten faculty members from the various units worked intensively with new students and parents as part of the summer orientation staff.

- **Offer advising and initiation activities for entering students by including academic orientation courses and programs that acquaint students with the university's identity as a place of instruction and research.**
- Results:** REACH and Undergraduate Affairs collaborated with the academic units to offer special interventions and required advising for students self-identified as attrition-prone or for those admitted to the university by exception. A new director of university advising practice was hired to work with the undergraduate units to develop consistent practices. The Advising Directors' Council and the University-Wide Advisors' Council were created to assist with communication and

consistent advising practice among the undergraduate units. A university advising mission and vision was created for each unit, as well as student learning outcomes for academic advising for freshmen through seniors. Six online modules for all first-year students about technology, academic information, social and personal development, general education, academic resources, and faculty expectations were developed. A newly created master advisor certification program for academic advisors was seeded at \$50,000.

- **Increase research opportunities for undergraduate students.**
Results: In 2005-06, 122 undergraduate students were involved in research or creative activities in collaboration with faculty. This is up from 111 in 2004-05.

Question 5 initiatives

- **Build on the achievements of faculty research by developing patents that will yield license and royalty income, as well as provide the basis for commercialization through start-up businesses in the Commonwealth.**
Results: Five "proof of concept grants" were awarded in FY2006 to provide pre-seed funding for university projects with commercial promise. License agreement deal points were adjusted to retain more value in equity holdings through anti-dilution provisions; other deal points were increased in line with market data and continue to be business friendly. UofL selected or retained the services of 11 entities to supplement front-end business analysis efforts for corporate partners. Additional staff were hired to allow the Office of Technology Transfer to split into two core functional units, business and service. Procedures have been developed to reflect the new structure and are constantly being re-evaluated for improvement.
- **Increase continuing education programs to provide for the "just in time" needs of people, businesses, and communities.** Public professional development seminars and in-house programs are offered through the Delphi Center for Teaching and Learning, Continuing and Professional Development.
Results: The number of Delphi programs and participants were increased by offering new programs based on previous assessment and feedback. For example, a

competency-based training program for E.ON was developed for their supervisors nationwide consisting of nine days of training delivered three times to 25 participants each time. A total of 675 people will be trained upon completion of the project. UofL has become the provider of choice for C&I Engineering. Taxi Cab University was developed for the city of Louisville and Greater Louisville Inc. This program will train a total of 300 taxi cab drivers in Louisville the first year on customer service and communication.

- **Implement a signature partnership initiative that will engage faculty and students in multi-disciplinary academic, research, and service activities designed to reduce social and human disparities in the areas of education, health, economic development, and human and social services.** The university will work with and engage community partners to enhance existing programs and/or create new programs designed to address specific disparities in the targeted community.
Results: In partnership with JCPS, UofL identified five target area schools to initiate education and health components of the initiative. Faculty liaisons started a needs assessment of the five target area schools, and, with assistance from the Metro Health Department Center for Health Equity, began establishment of baseline measures for community capacity, well-being, and health status.

KCTCS

To advance the Five Questions of the Public Agenda, the Kentucky Community and Technical College System proposed several key initiatives. The results are summarized below.

Question 1 initiatives

- **Expand dual enrollment/credit, curricular alignment with secondary and postsecondary technical programs, early/middle colleges, and credit for prior learning to create a seamless pathway into KCTCS and on to four-year institutions.**
Results: Dual credit/enrollment increased from 12,245 students in fall 2004 to 13,694 students in fall 2005.

- **Enhance college and community adult education programs that assist adult students to complete a GED or provide remediation to help them successfully transition into postsecondary education.**
Results: During 2004-05, KCTCS served 26,953 adult education students in 21 counties. In 2005-06, the number of adult education students served increased to 29,053 in 23 counties. The number of GED completers enrolled at KCTCS increased from 1,621 in fall 2004 to 1,812 in fall 2005.
- **Enhance KCTCS participation in P-16 Council initiatives including Career Pathways, Bridge Partnerships, dual credit, and articulation.** Career Pathways initiatives are funded at all 16 KCTCS colleges with a \$3.5 million commitment.
Results: To improve Career Pathways (CP) accountability efforts, KCTCS hired a Career Pathways Coordinator in July 2006. All KCTCS colleges have created partnerships with local high schools. Using the ACT PLAN, sophomores are assessed and dual credit opportunities are made available to students who are identified as ready for college-level work.
- **Provide outreach and recruitment services to economically disadvantaged students through collaboration with the Cabinet for Health and Family Services.**
Results: Participation in KCTCS Ready to Work (RTW) and Work to Learn (WL) programs decreased between 2004-05 and 2005-06. There were 2,151 KCTCS RTW participants in 2005-06, compared to 2,669 the prior year. KCTCS served 493 WL participants in 2005-06, compared to 756 the prior year. During 2005-06, 129 WL students earned a GED; 170 WL students transitioned to college. The decline in RTW participation may be attributed to several factors: the Kentucky Temporary Assistance to Parents caseload fluctuates and impacts the number of eligible participants, the most qualified and able to benefit participants have been served over the eight-year collaboration with Cabinet for Health and Family Services, and new federal regulations that discourage referral into the education component. WL staff members made a conscious decision to be more selective in who they served and to refocus their resources on those adult basic education students most likely to benefit from WL services.

Question 2 initiatives

- **Promote to students and parents the availability of KCTCS, state, and federal financial aid and scholarships through the KCTCS Web site, college counselors, and related sources.**
Results: Financial aid scholarships were promoted through the updated KCTCS Financial Aid Web site, which directs students, parents, and counselors directly to individual college Web sites; provides a printable forms link for required documents; and includes an online Financial Aid Notification (FAN) brochure and preferred lender list.
- **Use the results of the KCTCS affordability performance measure and the Council's affordability study to establish annual tuition rates.**
Results: KCTCS conducted 16 tuition hearings (one at each college), with attendance of 389 people and 63 speakers.
- **Increase institutional financial aid based on annual tuition rates.** The KCTCS budget for institutional financial aid will reflect tuition rate growth.
Results: Total institutional aid provided to KCTCS students increased from \$13,484,546 in 2004-05 to \$15,486,072 in 2005-06.
- **Implement the KCTCS Strategic Plan 2006-10 that includes the goal, "increase student access and success," with "affordability" as a core indicator.**
Results: The KCTCS Board of Regents and President's Leadership Team received updated results for *Measuring Up's* "family ability to pay" calculation at their September 2006 meetings. The measure calculates college cost (tuition, fees, room, and board) in Kentucky's two-year public sector minus financial aid (federal, state, and institutional) as a percentage of median family income in the state. In 2005-06, net college costs were 26 percent of Kentucky's median family income.

Question 3 initiatives

- **Create new and improved transfer opportunities for students through Career Pathways and related initiatives.**
Results: KCTCS hired a Career Pathways Curriculum

and Articulation Specialist in December 2005. The Articulation Specialist serves as a resource for KCTCS colleges. Each KCTCS college was provided a customized data set containing National Student Clearinghouse matches in December 2005. These data sets will be updated annually and allow colleges to analyze transfer behavior. Four new transfer agreements were signed during the 2005-06 academic year.

- **Expand student access through innovative, modularized, flexible scheduling; educational technology-related services and resources, including additional AA/AS, AAS, and other programs through KYVU; and alternative, customizable, and efficient delivery of content.**

Results: The Business Administration Curriculum Committee developed two certificates in modular format effective fall 2005. The modular Entrepreneurship and Team Leadership certificates are designed to assist small-business owners and to provide business and industry with first-line supervisor online training. Both provide educational flexibility through competency-based modules offered both on-site and online. Program partners include the Kentucky Virtual University and the Kentucky Small Business Development Centers. Additional curriculum initiatives to modularize programs include Information Technology and Industrial Maintenance.

- **Increase the number of underserved populations and GED graduates who earn degrees and certificates through expansion of existing successful models including Ready-to-Work, Work and Learn, distance learning, and Career Pathways and through other innovative collaborations with Kentucky Adult Education.**
Results: The number of KCTCS RTW students earning credentials increased from 328 in 2004-05 to 414 in 2005-06. The number of Career Pathways (CP) students earning credentials decreased slightly, from 107 in 2004-05 to 99 in 2005-06. The number of CP credential-seeking students increased during this period, from 692 to 1090.
- **Participate in the Ford Bridges to Opportunity/Lumina Achieving the Dream State Student Data Project.**
Results: Staff members from NCHEMS visited KCTCS in fall 2005 to conduct a feasibility analysis for the State Student Data Project. KCTCS representatives at-

tended the State Student Data Project meeting in January 2006. In summer 2006, participating states agreed to the following ongoing priorities: engagement of and dissemination to additional states; research and development of new success indicators and new research-based knowledge, tools; policy development based on the experiences of states and their colleges; and capacity-building for states on use of student data for decision-making.

Question 4 initiatives

- **Establish systemwide and college-specific performance measures and targets as part of the KCTCS 2006-10 strategic plan. These measures will increase system and college accountability for the performance of demographic and geographic student subgroups.**
Results: During 2005-06, the KCTCS Board of Regents and President's Leadership Team received regular updates on progress toward the KCTCS 2006-10 Strategic Plan goals, as measured by 14 KCTCS performance indicators.
- **Implement systemwide administration of the Community College Survey of Student Engagement.**
Results: KCTCS began implementation of the Community College Survey of Student Engagement (CCSSE) in spring 2006. Six KCTCS colleges administered CCSSE in 2006; baseline administration will be complete in 2008.
- **Track student preparation by comparing transfer student success with native student success.**
Results: In summer 2006, the Council on Postsecondary Education began systematic collection of final grades from Kentucky public postsecondary institutions. KCTCS will work with CPE to use this information to develop routine transfer feedback reports. These reports will allow KCTCS to track and analyze the performance of former KCTCS students after transfer.
- **Participate in the Kentucky Campus Compact (KyCC) along with the four-year institutions.**
Results: KCTCS and the NewCities Institute of the Kentucky League of Cities have signed a Memorandum of Understanding to create a joint initiative called "NewCitizens Kentucky." The partnership will develop

"Leadership KCTCS: A Student Leadership Program." The MOU outlines the development of curriculum modules emphasizing civic responsibility, as well as the development of internship programs and service learning opportunities.

Question 5 initiatives

- **Expand use of employability certificates and occupation-specific certifications and credentials by students and workers.**
Results: To date, KCTCS has issued 10,428 Kentucky Employability Certificates (KEC). The total number of KECs issued doubled during 2005-06.
- **Create additional state, regional, national, and international partnerships to provide linkages between KCTCS and employers, public and private training providers, and skilled workers.**
Results: KCTCS formed the mechatronics curriculum committee that finalized and proposed courses. Four KCTCS colleges have certified instructors in place to offer the program, which included certification training in Berlin and in the US. Agreements are being finalized between Siemens and KCTCS to facilitate KCTCS as a provider of the mechatronics program and as a potential train-the-trainer location for Siemens nationally. Also, KCTCS launched the North American Racing Academy (NARA) in August 2006. Eleven students enrolled in NARA's inaugural jockey training program. KCTCS signed a memorandum of agreement with the Kentucky Horse Park to operate the program at their facility.
- **Expand and enhance the Workforce Investment Network System (KY WINS) through new and innovative linkages among business and industry partners and state and local economic development agencies and organizations.** KCTCS will partner with the Eastern Kentucky Concentrated Employment Program to use WIA and WINS funding to provide training for business and industry.
Results: KCTCS Community and Economic Development staff participated in benchmarking trips to North Carolina and South Carolina during 2005-06. KCTCS partnered with Eastern Kentucky Concentrated Employment Program (EKCEP) in several projects for the coal

industry. EKCEP is supporting these training projects with a 35 percent cash match.

- **Expand lifelong learning opportunities through continuing education and professional development programs such as the enhanced New Horizons Conference.**
Results: Thirty-one KCTCS faculty participated in two cohorts of the "Scenarios" pilot. Fall best practice sessions included LaGuardia Community College and Sinclair Community College, both nationally recognized programs on retention, developmental education, and student engagement. Seven mini-grants, ranging from \$620 - \$1500, were awarded to KCTCS faculty. KCTCS also piloted a Teaching and Learning Support Services Fellow to assist KCTCS colleges with aligning local professional development programs with KCTCS strategies and goals.
- **Perform regular matches of KCTCS enrollment and unemployment insurance files to determine wage and employment gains of KCTCS students**
Results: KCTCS successfully negotiated an MOA with the Office of Employment and Training in October 2005, and is currently engaged in analysis of the matched data set.

What is the Council doing to advance the Public Agenda?



- Results of 2005-06 initiatives
- Objectives for 2006-07

Council Initiatives

Part of the Council's charge related to accountability, as specified by KRS 164.020(3), is to report on initiatives undertaken to advance the Public Agenda for postsecondary education. In last year's report, the Council proposed a number of initiatives to be implemented in the coming year aimed at improving performance. This section of the report examines the results of these initiatives and proposes new initiatives that will be implemented in the coming year.

Question 1 Initiatives

To improve students' preparation for postsecondary education, the Council:

- **Continued to participate in the 2+2 mathematics and science teacher preparation program.** The Council met its objective to convene a conference in January 2006 to share lessons learned in mathematics and science teacher professional development. The conference was led by the KCTCS 2+2 program director and the project investigators of the Appalachian Math and Science Partnership, as KCTCS is the lead organization for this initiative.

2006-07 objective: to focus on 2+2 arrangements for educators in early childhood education and middle school math and science.

- **Co-sponsored the annual Teacher Quality Summit.** The Council met its objective to hold a seventh Teacher Quality Summit focused solely on the preparation of teachers in the STEM disciplines and world languages. The Council intentionally reduced participants to increase interaction among chief academic officers, deans, and faculty from colleges of education and the arts and sciences, K-12 educators, and other state policymakers.

2006-07 objective: to maintain focus on increasing the numbers of STEM and world language teachers.

- **Continued its support of the Kentucky Early Mathematics Testing Program, administered by Northern Ken-**

tucky University (with online capability through the University of Kentucky). In 2005-06, KEMTP served 7,894 students from 54 high schools in 30 counties, which was slightly lower than the 8,344 students served the previous year. The decline may have been due to increased use of ACT's PLAN assessment in 10th grade, as well as funding delays. Advisory board members and other postsecondary mathematics educators convened at the Council in October 2006 to share lessons learned in postsecondary readiness assessment in order to develop an online statewide mathematics placement assessment covering all mathematics levels from pre-algebra to second-year calculus. This effort is one of the recommendations considered by the Developmental Education Task Force and is hoped to be a model for statewide online placement assessments in other subject areas.

2006-07 objective: to supplement assessments now required by SB 130, including ACT PLAN, and to offer complementary assessments at the college placement level.

- **Worked with KDE to implement Phase II of the American Diploma Project.** The Council met its objective to advocate for improved alignment between high school and college assessments with the passage of SB 130, which requires all students to take a battery of ACT developed tests in the eighth, tenth, and eleventh grades. The Council met its objective to support a more rigorous high school curriculum with the adoption of a requirement for all students to take four years of mathematics in high school, including Algebra II. The Council's objective to release the *2004 High School Feedback Report* was delayed by the inoperability of the KDE MAX system. The Council currently is preparing the report in-house with input from KDE stakeholders and is working through AICCU and the institutional research offices at the colleges and universities to increase reporting by the independent sector.

2006-07 objective: the Council will vet a draft of the 2004 High School Feedback Report at the Kentucky School Boards Association annual meeting in February 2007 and will encourage all local school boards to review the report at their spring meetings for use in district planning.

- **Prepared a comprehensive dual enrollment study to track increases in course taking and student outcomes from 2001 to 2005.** The Council fulfilled its objective by completing the report, which found that students who took primarily academic courses while dually enrolled (as opposed to technical/occupational) were more likely to matriculate for regular postsecondary study than were their peers, regardless of institutional sector. Data were not available to determine the effect of dual enrollment on high school persistence and completion. The Council also conducted a survey of institutional and district practices and found wide variation with respect to funding, eligibility criteria, and instructor status.

2006-07 objective: to participate in the KDE dual credit task force to continue dual enrollment research and consistent policy development at the K-12 level.
- **Continued to implement the federal Improving Educator Quality Grant program.** Since 2002, the Council has awarded over \$4.8 million through the IEQ program, enabling K-12/higher education partnerships to serve more than 1,500 teachers in more than 70 counties across Kentucky. The Council received 12 proposals for eight possible projects in 2006. A conference was held in November 2006 to raise awareness of the program. Additionally, the Council is piloting two multi-year projects to assess the impact of longer funding cycles on student achievement.

2006-07 objective: to increase the number of grant applications to 15.
- **Continued to support the Kentucky Center for Mathematics located at Northern Kentucky University.** Approximately 1,905 primary students are being served by 45 Mathematics Intervention Teachers (MITs) through the math center. Additionally, 67 coaches are coaching approximately 830 teachers (510 elementary teachers, 130 middle-grades teachers and 190 high-school teachers). Planning for year two training is underway.

2006-07 objective: to work with the math center to make advanced training available for existing MITs and introductory training for new MITs, as well as expanding the types of training available.
- **Worked with EPSB, KDE, postsecondary institutions, legislators, and others to redesign educational leadership programs in the Commonwealth with a focus on student achievement.** On April 5, 2006, Governor Ernie Fletcher signed House Joint Resolution 14 requiring the Education Professional Standards Board, in cooperation with the Department of Education and the Council, to establish an interagency task force with public and private postsecondary education institutions to coordinate collaboration on the redesign of preparation programs and the professional development of educational leaders. The task force, informed by work already done by the Commonwealth Collaborative for School Leadership Programs (CCSLP) and the State Action for Education Leadership Project (SAELP), will make recommendations to EPSB detailing a logical and consistent set of programs for teachers and educational leaders in the Commonwealth. This set will include redesigned master's degree programs for teachers and a redesigned master's in educational leadership. In addition, the task force will address, as required by Section 1(5)(c) of HJR 14, alignment of doctoral programs in education with these redesigned master's programs in order to ensure rigor and relevance.

2006-07 objective: to complete the work of the EPSB led task force by defining criteria for the redesign of education leadership programs; to begin the redesign of current programs; to continue to work with the institutions to align current master's degrees with redesign principles; to use the new criteria to evaluate any proposals for new education doctoral programs in Kentucky; and to complete the design of the new Kentucky Principal's Academy, which will be offered in summer 2008 with funds provided by the 2006 General Assembly for the second year of the biennium.

To improve ACT scores, the Council:

- **Supported the passage of SB 130.** This act requires all students to take a battery of ACT developed tests in the eighth, tenth, and eleventh grades.

2006-07 objective: to support full implementation of the legislation.
- **Produced a feedback report for all Kentucky high schools summarizing ACT information.** The 2002 re-

port, released in May 2006, was widely distributed to schools with several enhancements, including a PowerPoint presentation to help readers interpret the report and suggestions for using data to improve student learning. The report lists average ACT scores by high school, the number of students going to college, their first-year performance in terms of grades, and their persistence rate.

2006-07 objective: to complete and promote the 2004 report in spring 2007.

- **Funded three new local P-16 councils and five continuation projects focused on increasing teacher quality and supply, student performance, and policy and programmatic integration among all education sectors.** Kentucky now has 21 local or regional P-16 councils serving approximately two-thirds of the Commonwealth.
2006-07 objective: to increase the number of local P-16 councils to ensure better statewide coverage.

To reduce the number of students needing remediation, the Council:

- **Coordinated a developmental education conference and statewide plan.** The Council met its objective, attracting 89 participants representing nine public and two independent institutions to a developmental education conference. The recently released report, *Underprepared Students in Kentucky: A First Look at the 2001 Mandatory Placement Policy*, informed the proceedings. Campus representatives then submitted reports to the Quality and Accountability Policy Group articulating priorities for developmental education. The QA Policy Group charged a statewide task force with preparing an improvement plan.
2006-07 objective: to convene meetings of the Developmental Education Task Force and produce a final report that identifies state level policy recommendations and requires the development of performance standards and accountability processes to improve developmental education.
- **Implemented the statewide placement policy.** This policy establishes minimum ACT scores needed to guarantee placement in a credit-bearing math or English course at any Kentucky postsecondary institution. State-

wide, the percentage of entering postsecondary students needing remediation declined slightly, and the retention rates of these students increased slightly.

2006-07 objective: to revise the statewide mandatory placement regulation to conform to the recommendations of the Developmental Education Task Force.

To help more Kentuckians earn a GED, Kentucky Adult Education, a unit of the Council:

- **Increased student recruitment through ongoing outreach efforts.** Adult education met its objective to increase statewide enrollment, which grew from 124,801 in 2005 to 126,548 in 2006.
2006-07 objective: KYAE anticipates policy decisions that may affect enrollment growth while increasing student outcomes. Consequently, the enrollment goal for 2006-07 is 125,000.
- **Helped improve teacher quality by providing professional development grounded in research and linked with postsecondary education.** Kentucky Adult Education met its objective to fully implement PDTrack, a new online professional development planning and tracking system for adult educators, the first of its kind in the nation. PDTrack enables Kentucky Adult Education to continually monitor provider participation in professional development. In 2005-06, Kentucky Adult Education held 127 professional development workshops that were attended by 1,893 adult educators.
2006-07 objective: to increase the number of participants involved in professional development workshops, and to improve PDTrack's reporting capabilities to make it more user-friendly.
- **Expanded partnerships with the business community to promote GED attainment.** Twenty Taylorsville-area counties participated in the Amazon.com Go-Earn-Do GED partnership, which reimbursed test fees to 848 GED graduates in 2005-06. The program began in May 2005; in two months of 2005-06, 115 students earned their GED through Go-Earn-Do. Additionally, three McDonald's restaurants in two counties test piloted an in-store GED promotion in which 45,000 tray liners and 60,000 bag stuffers highlighted successful GED graduates and provided contact information for potential students.

***2006-07 objective:** to expand the Amazon.com partnership to Lexington-area counties, and expand the McDonald's project to a multi-county region, if both companies, upon evaluation, decide to continue their participation.*

- **Served more adult education students through online learning to help them attain their educational goals.** Adult education met its objective to increase the number of eligible students served via online learning, which in 2005-06 grew to 6,097.
***2006-07 objective:** to increase the number of online students, with the realization that demand for online learning is driven by student goals.*

Question 2 Initiatives

To keep college affordable for students with financial need, the Council:

- **Approved a new tuition policy in January 2006.** The tuition policy seeks to balance the need for tuition revenue necessary to provide a quality education with the ability of students to pay. The policy also provides a mechanism to monitor affordability over time (the affordability index) and links tuition rates with the availability of state appropriations and financial aid.
***2006-07 objective:** to develop and implement the affordability index.*
- **Continued to collect and monitor detailed student affordability data based on recommendations from the affordability study.** These data will be used in the tuition policy as a measure of affordability and will directly affect tuition rates.
***2006-07 objective:** to complete the next affordability data collection in spring 2007.*
- **With KDE and KHEEA, led the KEES Policy Issues Work Group, which reviews the criteria for KEES scholarship awards and related issues.** The KEES Policy Work Group's recommendation to raise high school graduation requirements was passed in the area of mathematics. Legislative recommendations brought by KHEEA to raise the ACT threshold from 15 to 18, eliminate the age cap for adult learners to receive an ACT supplemental KEES award, and change

wording of KEES legislation from "course" to "credit" did not pass. Continued attention will be paid to the need to link KEES scholarships to a college preparatory curriculum, as well as a world language requirement in high school.

***2006-07 objective:** At KHEEA's request, the KEES Policy Work Group did not meet during KHEEA's search for a new executive director, and at the new director's request, the group will wait until a data-sharing agreement between KHEEA and CPE allows for impact studies of current KEES policies. In the meantime, the Council will continue to push for providing financial aid for adult learners.*

- **Supported KHEEA's recommendations to increase need-based student financial aid programs for financially independent students, many of whom are non-traditional or adult students.** The Council supported KHEEA's recommendation to pilot a scholarship program aimed at adult students. The availability of state and institutional financial aid is a crucial element for maintaining a low net cost. Regrettably, the proposal submitted to the legislature did not pass.
***2006-07 objective:** to work with KHEEA and other stakeholders on a proposal for the 2007 General Assembly focused on increasing financial aid opportunities for adult and non-traditional students.*

Question 3 Initiatives

To increase minority enrollment and degrees, the Council:

- **Identified a consultant, in collaboration with the institutions, to conduct a statewide diversity study to be completed by April 2008.** The study will provide the framework for the Commonwealth to realize the social, educational, and economic benefits of diversity by incorporating it into the access and equal opportunity planning process. More specifically, the study will: produce targeted research that translates into policies for diversity planning; identify the requirements for a legally sufficient diversity plan for the Council and the public institutions; identify the characteristics of diversity for public postsecondary education in Kentucky; identify the mission-based, compelling governmental interest to engage in diversity planning that will allow the Com-

monwealth to develop individual plans, with assurance to the extent necessary, that the framework for the diversity plan meets the recent Supreme Court rulings in the Michigan cases (*Grutter v. Bollinger* and *Gratz v. Bollinger*), Kentucky, and federal law; incorporate the Public Agenda and institutional missions to drive diversity interests campus by campus and at the Council; define the appropriate duration of a diversity plan if implemented by public postsecondary education in Kentucky; and quantify current levels of diversity and project future diversity trends.

2006-07 objective: *to complete the statewide study, which will be used as the basis for diversity plans at each of the public institutions, including strategies for accomplishing the objective of increasing the level of diversity in postsecondary education in Kentucky.*

To increase transfer and enrollment rates, the Council:

- **Worked with the Statewide Transfer Committee to monitor the implementation of the general education transfer framework.** The general education transfer framework ensures that students completing the block of general education requirements at a community college can transfer these credits to a four-year public institution in Kentucky. The committee completed a scan of institutional practices regarding the implementation of this policy in spring 2006, which will be used to develop an advising tool to educate advisors and students about the policy.

2006-07 objective: *to develop a mechanism to determine the utility of the general education transfer framework based on student use by way of category, core, or full certification; to develop tools to educate advisors and students about the policy; and to identify and resolve issues related to the implementation of the framework that could enhance the policy's utility.*

- **Developed additional 2 + 2 and "field of study" frameworks to enable KCTCS students to transition smoothly into related disciplines at the four-year public institutions.**

2006-07 objective: *to convene faculty and deans to review and revise current frameworks, as appropriate; to develop new frameworks in public health and other clearly defined high-need areas; and to develop a set of lessons learned that can be shared with interested parties.*

- **Continued to implement the Course Applicability System (CAS), an online transfer planning system for students and advisors.** The Council met its objective to develop a timeline for CAS implementation at KSU and NKU. A timeline for the implementation of the CAS Course Import Interface at KCTCS, including a tentative launch date, was agreed upon and is currently under revision. Contracts with Miami University and UK, the KYCAS hub site, have been renewed, and specific performance measures for the CAS service have been established. A review of CAS sites, funding, and staff support in other states has been conducted to enable long-term CAS planning. A new listserv for the CAS Workgroup was established, with plans for another meeting similar to the CAS Users Conference held in June 2006.

2006-07 objective: *to work with KCTCS, KSU, and NKU to develop an institutional action plan for CAS implementation, including a confirmed launch date no later than summer 2008. The Council also will identify and address UofL's refusal to participate in CAS, with the goal of persuading the university to participate.*

- **With KCTCS, worked on the development of a statewide joint enrollment program that was approved, in concept, by the university presidents.** Working with the KCTCS system office, a statewide approach to joint admissions/enrollment in Kentucky would provide an opportunity to ensure one consistent pathway from KCTCS to four-year institutions; encourage community college students to complete the bachelor's degree; and expose students to the academic culture of both community colleges and four-year institutions, as well as critical student support services, advising, faculty, and courses.

2006-07 objective: *to work with the Statewide Transfer Committee to develop a plan for a statewide joint enrollment program to be presented to the university presidents in spring 2007.*

- **Created a scholarship program to support KCTCS students intending to transfer from a KCTCS institution to a four-year university in Kentucky to pursue a bachelor's degree.** Monies were awarded in the Workforce/Transfer Trust Fund in the Council's 2006-08 budget.

2006-07 objective: *to work with KCTCS to implement guidelines for the development of this scholarship pro-*

gram, and to work with four-year institutions to develop matching university scholarships for these students.

- **Began planning Phase II of Go Higher, Kentucky, a public access campaign and Web site to promote college going in Kentucky and raise awareness of available financial aid opportunities.** Because of the success of the "Go Higher Kentucky" college access campaign in 2000, the Council requested and received funding of \$800,000 from the 2006 Kentucky General Assembly to conduct a second outreach effort for 2007-08. The second phase of the campaign will target four key audiences: adults in Kentucky with some college but no bachelor's degree, potential transfer students currently enrolled in a KCTCS institution, at-risk middle and high school students, and recent GED completers. The goal of the campaign is to advance Kentucky's 2020 educational attainment goals by communicating the importance and benefits of earning a bachelor's degree. The Council plans to launch parts of the campaign as early as fall 2007.

***2006-07 objective:** to contract with a research firm to conduct a comprehensive study of non-traditional adults with some college and to complete a comprehensive marketing campaign plan for implementation beginning in fall 2007.*

To increase the college-going rate of GED graduates, Kentucky Adult Education, a unit of the Council:

- **Funded six regional transition pilots with KCTCS, Morehead State University, Eastern Kentucky University, and Murray State University to increase the number of GED graduates transitioning to postsecondary education.** Analysis of the results and identification of best practices are ongoing.
***2006-07 objective:** to conclude the pilots and analyze final reports and other data to identify best practices and replicable models.*
- **Designed draft content standards aligned with the American Diploma Project benchmarks, which were created by Education Trust and endorsed by the Kentucky statewide P-16 Council.** Content standards have been drafted and disseminated to local adult educators for input; 155 adult educators responded to the survey from 65 counties.

***2006-07 objective:** to make revisions based on provider input and continue the process of aligning standards with postsecondary education, developing curricula, and providing professional development. Anticipated policy changes will bring greater emphasis to this initiative.*

- **Participated in the Kentucky Higher Education Assistance Authority's (KHEAA) GoHigherKy.org, an online resource that helps students from middle school through adulthood plan for postsecondary education.** KYAE encouraged use of the site by allowing GED candidates to set up e-mail accounts through GoHigherKy.org for online access to GED information. Additionally, GEAR UP Kentucky (Gaining Early Awareness and Readiness for Undergraduate Programs), a federal grant administered by the Council, continues to promote the site through participating middle and high schools. In 2005-06, 3,939 GEAR UP participants created accounts on GoHigherKY.org and attended orientation programs to the site as part of a college and financial aid awareness program.

***2006-07 objective:** to continue to partner with KHEAA to improve online resources for adults transitioning to postsecondary education. GEAR UP Kentucky will increase the number of students creating GoHigherKY.org accounts and attending Web site orientation sessions.*

Question 4 Initiatives

To measure the quality of undergraduate student learning in Kentucky, the Council:

- **Began designing a plan for recurring statewide assessments to support Kentucky's participation in the National Forum on College-Level Learning.** Kentucky was one of five states who participated in a pilot project to assess college level learning for *Measuring Up*, the state report card for higher education. Based on this work, the selection of a direct learning assessment is being considered by the Council with institutional input. The state-level learning initiative will explore assessments to measure changes in learning that are the result of postsecondary participation (e.g., the Collegiate Learning Assessment for universities, the Work

Key for community colleges), or the value added during the student's undergraduate experience.

2006-07 objective: *to finalize the plan for recurring statewide assessments, to be implemented in 2007-08. The Council received \$150,000 in recurring funding for project implementation. The assessment plan will become part of the Council's key indicator system to measure progress on Question 4: Are college graduates prepared for life and work in Kentucky? Statewide performance targets will be set after baseline data is collected in 2007.*

- **Began collecting final grades for all course attempts from the public institutions.** These data will enable the Council to better analyze select student outcomes, such as the success of transfer students.
2006-07 objective: *to develop a research agenda, identifying important student success outcomes and selected cohorts, that is supported by individual student enrollment and outcome data.*
- **Began building a network of campus assessment coordinators to create a stronger infrastructure for statewide coordination of student surveys.** Independent universities have been extensively involved in this network as well.
2006-07 objective: *to promote campus assessment staff participation in state higher education conferences and Council initiatives such as the Regional Stewardship Trust Fund and the Statewide College-Level Learning Initiative.*
- **Negotiated performance targets with the public universities for the 2007 administration of the National Survey of Student Engagement, a significant part of the Council's assessment of college-level learning.** KCTCS will set performance targets after obtaining baseline information from the first administration of the Community College Survey of Student Engagement (CCSSE). KCTCS began implementation of CCSSE in spring 2006; all KCTCS institutions will have baseline CCSSE scores by summer 2008.
2006-07 objective: *to administer another National Survey of Student Engagement and analyze actual performance versus projected performance. Council staff will work with institutions to develop improvement plans, as needed.*

Question 5 Initiatives

To stimulate economic development, the Council:

- **Formed the STEM (Science, Technology, Engineering, and Mathematics) Task Force to issue recommendations to the General Assembly for increasing the number of college graduates in STEM disciplines.** The task force is chaired by Dr. Lee Todd, president of the University of Kentucky, and is charged with developing a statewide strategic action plan to accelerate Kentucky's performance within the STEM disciplines from pre-school through graduate school (P-20).
2006-07 objective: *to convene meetings of the task force in January and February 2007 and issue final recommendations in early 2007.*
- **Continued to work collaboratively with the Kentucky Science and Technology Corporation (KSTC) to manage a series of pre-seed and seed stage capital funds aimed at promoting and developing early stage technology companies in Kentucky.** These funds distinguish knowledge-based economy initiative programs and activities into four categories: rural innovation, research and development, commercialization, and Kentucky EPSCoR. Since 2002, 723 investments have yielded the formation of 135 companies and 2,114 jobs, as well as 229 intellectual property actions. The value of Return on Investment (ROI) to date from six companies exceeds \$1.1 M.
2006-07 objective: *to continue work with KSTC to build an entrepreneurial economy in the Commonwealth and reinvest realized Return on Investment (ROI) in KBE programs.*
- **Administered the Research Support Funding Program.** Research support funds are used to recruit and retain prominent, research-active faculty in areas of strategic benefit to the Commonwealth. In October 2006, Council staff evaluated proposals for funding from the public universities.
2006-07 objective: *to develop memoranda of agreement that specify appropriate uses of program funds; monitor implementation of university proposals to ensure compliance; and to work with campus officials to develop reporting procedures.*

- **Continued to administer the Regional Stewardship Funding Program.** Regional stewardship funds support the development and maintenance of organizational structures, personnel, information systems, and community relationships to build intellectual capacity in areas of strategic regional need. In July, the Council conducted a professional development workshop for universities submitting stewardship proposals, which were evaluated in fall 2006.

2006-07 objective: to develop memoranda of agreement that specify appropriate uses of program funds; monitor implementation of university proposals to ensure compliance; and to work with campus officials to develop reporting procedures.

- **Continued to administer the Workforce Development/Transfer program.** The workforce development/transfer endowment pool supports faculty positions, scholarships, and initiatives that contribute to workforce development in high-need areas, as well as the transfer of students to degree programs in areas of strategic benefit to the Commonwealth.

2006-07 objective: to evaluate KCTCS requests for matching endowment funds to ensure compliance with CPE guidelines, and to work with campus officials to develop reporting procedures.

- **Worked on the Statewide Public Health Strategy for Education and Research developed by a public health advisory committee.** The plan includes the creation of an accredited program of public health at ECU and a school for public health at UofL. The new program and school are complimented by the existing program at WKU and the newly accredited college for public health at UK. An online, modularized curriculum was developed for graduate students and professional development participants employed by the Kentucky Department of Public Health. UofL and ECU completed the accreditation process, and enrollments and research funding in Kentucky's public health programs increased.

2006-07 objective: Workgroups with representation from UK, UofL, ECU, and WKU have developed syllabi of content required in each of the five core disciplines. Work is underway with an instructional design firm to further develop these courses. Participating faculty was trained in Quality Matters, a rubric for course design

review. A statewide review of courses is scheduled for spring 2007, with the goal of making all five online courses available throughout the Commonwealth.

- **Continued to implement the statewide engineering strategy, a long-term, comprehensive plan to increase the number of baccalaureate engineers in Kentucky.** Joint baccalaureate programs have been successfully established and students and graduates are now being tracked for placement and success in the new programs. A total of \$4 million has been spent to date for joint programs in civil, electrical, and mechanical engineering between Murray, WKU, UK, and UofL. Enrollments in these programs have increased, though degrees produced still lag behind national levels.

2006-07 objective: to issue a report by the Council in spring 2007 with a number of recommendations and strategies to increase the number of engineers produced in Kentucky, including Web-based course delivery.

- **Continued to develop the Connect Kentucky Research Link, a searchable collection of Kentucky's publicly funded research.** Research Link was created to facilitate research-based economic development, allow interested parties to easily access and track existing research projects, and assist in identifying potential partners in research endeavors. Site visits were made to the public institutions, who were enthusiastic to come online.

2006-07 objective: The Council's participation in the project was suspended due to lack of funding in both FY 2006 and 2007.

- **Continued involvement in Project Lead the Way.** Project Lead the Way is a national organization that forms partnerships with public schools, higher education institutions, and the independent sector to increase the quantity and quality of engineers and engineering technologists graduating from the educational system. The Council worked with Kentucky Department of Education staff and awarded funding to 13 districts to implement this pre-engineering curriculum.

2006-07 objective: to implement Project Lead the Way in the funded districts, to select a Project Lead the way university affiliate, and to increase partnerships with industry.

To enhance workforce training and assessment, Kentucky Adult Education, a unit of the Council:

- **Increased the number of adults enrolled in workforce education programs offered through Kentucky Adult Education.** In 2006, 54,734 adults participated in workforce education, compared to 50,415 participants in 2005. Workforce education provides academic instruction, assessment, and soft skills training for employees at the request of employers.

***2006-07 objective:** Policy changes to emphasize academic instruction will be implemented to align workforce offerings with Kentucky Adult Education's core mission. This may impact workforce education enrollment levels.*

- **Increased the number of adults earning Kentucky Employability Certificates (KEC) or Kentucky Manufacturing Skills Standards (KMSS) certificates.** Kentucky Adult Education programs provide instruction to prepare adults for the ACT Work Keys assessment, a key component of the KEC, as well as targeted instruction for the KMSS assessment. The KEC is a standardized credential that validates reading, math, and locating information skills for specific occupations, and the KMSS validates the academic, employability, and occupational skills identified by the industry as necessary for manufacturing employment. In 2006, 1,912 KEC credentials and 481 KMSS credentials were awarded, up from 1,257 and 331, respectively, in 2005.

***2006-07 objective:** to increase the number of KEC and KMSS credentials awarded, based on the economy, employer demand, and student goals.*

- **Continued to lead the development of e3.ky.gov, an Internet-based searchable database to connect employers to Kentuckians with GEDs, certificates, licenses, and degrees.** Kentucky Adult Education continued to provide technical development; made 29 presentations to employer, economic development, and workforce agency groups for feedback and promotion; and planned usability tests and marketing strategies.

***2006-07 objective:** to partner with the Office of Employment and Training (OET) to allow functionality as Kentucky's new employer/job seeker portal. Upon completion of an MOA, OET will assume management of the job portal portion of the project.*

Appendix A: Additional Council Resources

The Council's policies and initiatives are organized by the five questions of the Public Agenda. Appendix A highlights the efforts currently underway in each area of reform. The icons for each question can be found throughout the Council Web site to identify when an item or issue is directly related to answering one or more of the five questions.

Question 1: Are more Kentuckians ready for postsecondary education?

Advanced Placement
American Diploma Project
GEAR UP Kentucky
Go Higher Kentucky
Governor's Minority Student College Preparation Program
Kentucky Adult Education
Kentucky Early Mathematics Testing Program
P-16 Councils
Quality and Accountability Policy Group
Teacher Quality Initiatives
College Preparation

<http://www.cpe.ky.gov/policies/academicpolicies/AP/>
<http://www.cpe.ky.gov/policies/academicinit/ADP/>
<http://www.cpe.ky.gov/policies/academicinit/GearUp/>
<http://www.cpe.ky.gov/policies/academicinit/GoHigher/>
<http://www.cpe.ky.gov/policies/academicinit/GMSCPP/>
<http://www.kyae.ky.gov/>
<http://www.cpe.ky.gov/policies/academicinit/KEMTP/>
<http://www.cpe.ky.gov/policies/academicinit/P16/>
<http://www.cpe.ky.gov/committees/quality/>
<http://www.cpe.ky.gov/policies/academicinit/TeacherQuality/>
<http://www.cpe.ky.gov/info/preparation>

Question 2: Is Kentucky postsecondary education affordable for its citizens?

Affordability Policy Group
Go Higher Kentucky
Doctoral Scholars Program

Kentucky Educational Excellence Scholarship
Student Residency
Tuition
Finance

<http://www.cpe.ky.gov/committees/affordability/>
<http://www.gohigherky.org>
<http://cpe.ky.gov/policies/academicinit/SREB/DoctoralScholars/>
<http://cpe.ky.gov/policies/academicpolicies/KEES/>
<http://cpe.ky.gov/policies/academicpolicies/residency/>
<http://www.cpe.ky.gov/policies/budget/tuition>
<http://www.cpe.ky.gov/info/finance>

Question 3: Do more Kentuckians have certificates and degrees?

Statewide Public Health Initiative
Academic Program Approval and Review
Degrees and Credentials
Distance Education
Diversity
Optometry Contract Spaces
Students with Disabilities
Statewide Engineering Initiative
Academic Common Market
Transfer Planning
Veterinary Medicine Contract Spaces
Virtual Learning

<http://cpe.ky.gov/policies/academicpolicies/PublicHealth/>
<http://cpe.ky.gov/policies/academicpolicies/AcPrograms/>
<http://www.cpe.ky.gov/info/degrees>
<http://cpe.ky.gov/policies/academicpolicies/distanceed/>
<http://www.cpe.ky.gov/info/diversity>
<http://cpe.ky.gov/policies/academicinit/SREB/Optometry/>
<http://cpe.ky.gov/policies/academicpolicies/disabilities/>
<http://cpe.ky.gov/policies/academicpolicies/Engineering/>
<http://cpe.ky.gov/policies/academicinit/SREB/ACM/>
<http://www.cpe.ky.gov/policies/academicinit/Transfer/>
<http://cpe.ky.gov/policies/academicinit/SREB/VetMed/>
<http://cpe.ky.gov/policies/virtual/>

Question 4: Are college graduates prepared for life and work in Kentucky?

Institutional Licensure
Program Approval Policy
Program Productivity Review

<http://cpe.ky.gov/policies/academicpolicies/licensure/>
<http://cpe.ky.gov/policies/academicpolicies/AcPrograms/>
<http://cpe.ky.gov/policies/academicpolicies/AcPrograms/>

Question 5: Are Kentucky's people, communities, and economy benefiting?

Commercialization Investment Programs
Connect Kentucky
Kentucky Statewide Experimental Program to Stimulate Competitive Research
Kentucky Science & Engineering Foundation
Knowledge Economy Annual Reports
Research & Development Voucher Program
Responsive Ph.D. Initiative
Rural Innovation Program
Research, Economic Development, and Commercialization Policy Group
STEM Task Force

<http://cpe.ky.gov/policies/economic/CIP/>
<http://cpe.ky.gov/policies/economic/ConnectKY/>
<http://cpe.ky.gov/policies/economic/EPSCoR/>

<http://cpe.ky.gov/policies/economic/KSEF/>
<http://cpe.ky.gov/policies/economic/KnowledgeEc/>
<http://cpe.ky.gov/policies/economic/RandD/>
<http://cpe.ky.gov/policies/economic/ResponsivePhD/>
<http://cpe.ky.gov/policies/economic/RuralInn/>
<http://cpe.ky.gov/committees/research/>

<http://www.cpe.ky.gov/committees/stem>

Appendix B: Institutional Accountability and Planning Resources

The following are links to important institutional accountability and planning resources.

Public Agenda Campus Action Plans	http://www.cpe.ky.gov/planning/strategic/
Eastern Kentucky University	
Strategic Plan 2006-2010	www.oie.eku.edu
Essential Elements of the Strategic Plan 2003-2006	http://www.oie.eku.edu/spc/ekuStrategicPlan.php#header5
Institutional Research	http://www.ir.eku.edu/
Kentucky Community and Technical College System	
Strategic Plan 2000-2005	http://www.kctcs.edu/organization/strategicplanning
Strategic Plan 2006-2010	http://www.kctcs.edu/organization/strategicplanning
Fact Book 2006	http://www.kctcs.edu/info/factbook2006/
Kentucky State University	
Office of Institutional Research & Effectiveness	http://www.kysu.edu/about_ksu/president/oire/
Morehead State University	
Strategic Plan and Progress Report	http://www.moreheadstate.edu/opb/index.aspx?id=4030
Division of Planning, Budgets, and Technology	http://www.moreheadstate.edu/opb/index.aspx?id=79
Murray State University	
Office of Institutional Research	http://www.murraystate.edu/oir/index.htm
Strategic Planning and Institutional Effectiveness	http://www.murraystate.edu/provost/strategic/index.htm
Northern Kentucky University	
Strategic Agenda	http://president.nku.edu/page.asp?p=0715900
Institutional Research	http://www.nku.edu/~oir/
Annual Financial Report	http://access.nku.edu/comptroller/
Annual Operating Budget	http://www.nku.edu/~vpefp/financialplan/Annual%20Budget.htm
University of Louisville	
Institutional Research and Planning	http://institutionalresearch.louisville.edu/
Institutional Effectiveness & Assessment	http://institutionalresearch.louisville.edu/ie/
Planning	http://institutionalresearch.louisville.edu/planning/
Efficiency Efforts	http://www.louisville.edu/vpf/budget/efficiencyefforts.pdf
Delivering on Our Promise of a Significant Return	http://www.louisville.edu/president/uoflupdate/january2006/
Endowment Match Program 2004-05 Annual Report	http://www.louisville.edu/bucksforbrains/executive_summary.pdf
University of Kentucky	
Office of Institutional Research, Planning & Effectiveness	http://www.uky.edu/OPIE/
Office of Planning, Budget & Policy Analysis	http://www.uky.edu/OPBPA/Planning/PlanningGoals.html
Top 20 Business Plan	http://www.uky.edu/OPBPA/business_plan.htm
Strategic Plan 2003-2006	http://www.uky.edu/Home/2003-06Strategic%20Plan/
Strategic Plan 2006-2009	http://www.uky.edu/ucapp/files/Strategic_Plan-Narrative.pdf
Western Kentucky University	
Strategic Plan 2003-2006	http://www.wku.edu/sacs/SACS%20Final/chapter2/2_5_Challenging%20the%20Spirit.pdf
Strategic Plan 2006-08	http://www.wku.edu/planning/strategicplan06-08.htm
Strategic Planning Database	http://www.wku.edu/sacs/SACS%20Final/chapter2/2_5_Strategic%20Planning%20Documentation%20Index.pdf
Planning and Evaluation	http://www.wku.edu/planning/
Office of Institutional Research	http://www.wku.edu/Dept/Support/AcadAffairs/instres/

Appendix C: Staffing and Funding

The tables on the following pages highlight various resources that Kentucky's public postsecondary education system uses to make progress on the Public Agenda, HB 1 goals, and institutional missions.



Table C.1 Number of Full-Time Faculty and Staff by EEOC Category, Fall 2005

	Executive	Professional	Secretarial	Technical	Skilled Crafts	Service	Total FT Staff	Faculty	Total FT Staff and Faculty
EKU	179	367	384	202	73	319	1,524	623	2,147
KSU	41	144	39	96	19	58	397	153	550
Morehead	57	335	148	42	55	113	750	378	1,128
Murray	56	257	249	71	65	232	930	394	1,324
NKU	83	321	159	38	73	92	766	567	1,333
WKU	109	442	338	62	91	204	1,246	694	1,940
UK	433	4,192	2,256	1,268	205	1,230	9,584	1,942	11,526
UofL	239	1,554	678	336	142	284	3,233	1,445	4,678
KCTCS	226	906	763	77	2	380	2,354	1,908	4,262
Total	1,423	8,518	5,014	2,192	725	2,912	20,784	8,104	28,888

Source: IPEDS Fall Staff Survey



Table C.2 Percent of Total Full-Time Faculty and Staff by EEOC Category, Fall 2005

	Executive	Professional	Secretarial	Technical	Skilled Crafts	Service	Total FT Staff	Faculty	Total FT Staff and Faculty
EKU	8%	17%	18%	9%	3%	15%	71%	29%	100%
KSU	7%	26%	7%	17%	3%	11%	72%	28%	100%
Morehead	5%	30%	13%	4%	5%	10%	66%	34%	100%
Murray	4%	19%	19%	5%	5%	18%	70%	30%	100%
NKU	6%	24%	12%	3%	5%	7%	57%	43%	100%
WKU	6%	23%	17%	3%	5%	11%	64%	36%	100%
UK	4%	36%	20%	11%	2%	11%	83%	17%	100%
UofL	5%	33%	14%	7%	3%	6%	69%	31%	100%
KCTCS	5%	21%	18%	2%	0%	9%	55%	45%	100%
Total	5%	29%	17%	8%	3%	10%	72%	28%	100%

Source: IPEDS Fall Staff Survey

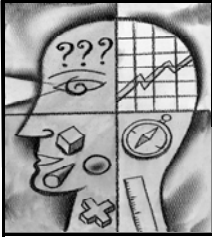


Table C.3 Public Funding History for Kentucky Postsecondary Education, 2001-2006
(In \$ Millions Except for Student Enrollment and Total Public Funds Per FTE)

	2001-02	2002-03	2003-04	2004-05	2005-06	5 YR Total % Change	5 YR Ave. Annual % Change
Operational Funding							
Net General Fund Appropriations*	\$880	\$899	\$895	\$904	\$978	11%	2%
Tuition and Fee Revenue	\$510	\$567	\$665	\$741	\$829	62%	12%
Total Public Funds	\$1,390	\$1,466	\$1,560	\$1,645	\$1,807	30%	6%
Student Enrollment (FTE)	132,559	140,201	145,779	147,006	148,029	12%	2%
Total Public Funds per FTE	\$10,484	\$10,452	\$10,699	\$11,184	\$12,206	16%	3%
Strategic Investment Funding							
Research Challenge	\$8	\$6	\$105	\$5	\$5		
Regional University Excellence	\$13	\$0	\$20	\$0	\$0		
Workforce Development	\$10	\$0	\$0	\$0	\$0		
Adult Education and Literacy	\$12	\$12	\$11	\$19	\$22		
Technology Initiative	\$8	\$1	\$1	\$2	\$2		
Other Projects (pass-through)	\$14	\$21	\$21	\$17	\$17		
SUBTOTAL Strategic Investment Funding	\$63	\$41	\$158	\$44	\$46		
Capital Project Authorizations							
(value of state funded projects)	\$177	\$0	\$0	\$0	\$401		
TOTAL	\$1,631	\$1,506	\$1,718	\$1,688	\$2,253		

Source: Budget of the Commonwealth, CPE Comprehensive Database

* State appropriations is net of debt service for publicly funded capital projects

**Table C.4 Total Public Funds (TPF), State and Student Financial Support (In \$ Millions)**

	2001-02		2002-03		2003-04		2004-05		2005-06	
	Actual	% TPF	Actual	% TPF	Actual	% TPF	Actual	% TPF	Actual	% TPF
EKU										
General Funds*	\$66	60%	\$68	59%	\$68	55%	\$69	52%	\$74	50%
Tuition and Fees	\$44	40%	\$47	41%	\$55	45%	\$64	48%	\$75	50%
Total Public Funds	\$110	100%	\$115	100%	\$123	100%	\$133	100%	\$149	100%
KSU										
General Funds	\$20	69%	\$20	65%	\$20	65%	\$23	68%	\$24	65%
Tuition and Fees	\$9	31%	\$11	35%	\$11	35%	\$11	32%	\$13	35%
Total Public Funds	\$29	100%	\$31	100%	\$31	100%	\$34	100%	\$37	100%
Morehead										
General Funds	\$39	56%	\$40	57%	\$40	53%	\$41	53%	\$43	52%
Tuition and Fees	\$31	44%	\$30	43%	\$35	47%	\$36	47%	\$40	48%
Total Public Funds	\$70	100%	\$70	100%	\$75	100%	\$77	100%	\$83	100%
Murray										
General Funds	\$48	58%	\$49	56%	\$48	53%	\$49	49%	\$53	48%
Tuition and Fees	\$34	42%	\$38	44%	\$43	47%	\$52	51%	\$58	52%
Total Public Funds	\$82	100%	\$87	100%	\$91	100%	\$101	100%	\$111	100%
NKU										
General Funds	\$39	45%	\$40	42%	\$40	38%	\$41	36%	\$47	36%
Tuition and Fees	\$48	55%	\$56	58%	\$66	62%	\$74	64%	\$84	64%
Total Public Funds	\$87	100%	\$96	100%	\$106	100%	\$115	100%	\$131	100%
WKU										
General Funds	\$64	57%	\$66	54%	\$66	48%	\$67	44%	\$75	44%
Tuition and Fees	\$48	43%	\$57	46%	\$71	52%	\$85	56%	\$94	56%
Total Public Funds	\$112	100%	\$123	100%	\$137	100%	\$152	100%	\$169	100%
UK										
General Funds	\$285	70%	\$290	69%	\$288	65%	\$284	63%	\$306	61%
Tuition and Fees	\$121	30%	\$131	31%	\$154	35%	\$168	37%	\$194	39%
Total Public Funds	\$406	100%	\$421	100%	\$442	100%	\$452	100%	\$500	100%
UofL										
General Funds	\$144	61%	\$144	59%	\$144	56%	\$145	54%	\$154	53%
Tuition and Fees	\$94	39%	\$99	41%	\$114	44%	\$122	46%	\$135	47%
Total Public Funds	\$238	100%	\$243	100%	\$258	100%	\$267	100%	\$289	100%
KCTCS										
General Funds	\$176	68%	\$183	65%	\$182	61%	\$186	59%	\$202	60%
Tuition and Fees	\$81	32%	\$98	35%	\$116	39%	\$129	41%	\$136	40%
Total Public Funds	\$257	100%	\$281	100%	\$298	100%	\$315	100%	\$328	100%
Total										
General Funds	\$880	63%	\$899	61%	\$895	57%	\$904	55%	\$978	54%
Tuition and Fees	\$510	37%	\$567	39%	\$665	43%	\$741	45%	\$829	46%
Total Public Funds	\$1,390	100%	\$1,466	100%	\$1,560	100%	\$1,645	100%	\$1,807	100%

Source: Budget of the Commonwealth

* General fund appropriations are net of debt service for publicly funded capital projects

**Table C.5 State Financial Aid, Selected KHEAA Administered Programs* (Amount in \$ Millions)**

	2002-03		2003-04		2004-05		2005-06	
	# Students	Amount	# Students	Amount	# Students	Amount	# Students	Amount
EKU	3,116	\$3.4	3,267	\$3.9	3,393	\$4.1	3,242	\$4.7
KSU	416	\$0.5	392	\$0.6	375	\$0.6	412	\$0.6
Morehead	2,255	\$2.6	2,547	\$3.2	2,680	\$3.4	2,529	\$3.5
Murray	1,347	\$1.6	1,398	\$1.9	1,450	\$1.9	1,408	\$2.2
NKU	1,246	\$1.4	1,422	\$1.8	1,584	\$2.0	1,445	\$2.2
WKU	3,086	\$3.7	3,267	\$4.1	3,687	\$4.7	3,379	\$5.1
UK	2,347	\$2.7	2,481	\$3.2	2,628	\$3.5	2,395	\$3.7
UofL	2,391	\$3.1	2,568	\$3.7	2,779	\$4.0	2,619	\$4.3
KCTCS	12,303	\$11.8	15,130	\$16.0	16,653	\$17.5	16,364	\$20.4
Independents (AIKCU)	8,929	\$20.8	9,844	\$28.3	10,034	\$30.5	10,147	\$33.7
For Profit (4-Year)	2,295	\$3.9	2,423	\$5.4	2,535	\$6.1	2,275	\$5.8
Total	39,731	\$55.4	44,739	\$72.1	47,798	\$78.3	46,215	\$86.3

Source: Kentucky Higher Education Assistance Authority

* Included are College Access Program Grant, Kentucky Tuition Grant, Teacher Scholarship, Osteopathic Medicine Scholarship, Minority Educator Recruitment & Retention Scholarship, Robert C. Byrd Honors Scholarship, Paul Douglas Teacher Scholarship, and Occupational Therapy/Physical Therapy Scholarship.

**Table C.6 State Financial Aid, Kentucky Educational Excellence Scholarship (KEES), (Amount in \$ Millions)**

	2002-03		2003-04		2004-05		2005-06	
	# Students	Amount	# Students	Amount	# Students	Amount	# Students	Amount
EKU	4,351	\$4.4	4,748	\$5.6	4,878	\$6.4	5,036	\$7.0
KSU	295	\$0.2	250	\$0.2	244	\$0.2	245	\$0.3
Morehead	2,849	\$2.9	2,962	\$3.5	2,864	\$3.7	2,715	\$3.8
Murray	2,465	\$2.8	2,642	\$3.4	2,828	\$4.1	2,871	\$4.4
NKU	3,116	\$2.9	3,393	\$3.6	3,482	\$4.1	3,369	\$4.3
WKU	5,507	\$5.9	6,083	\$7.6	6,237	\$8.5	6,478	\$9.2
UK	8,937	\$11.1	9,741	\$14.1	10,340	\$16.4	10,316	\$17.3
UofL	5,234	\$6.1	5,872	\$7.9	6,134	\$9.0	6,129	\$9.6
KCTCS	14,371	\$10.8	15,918	\$13.2	16,316	\$14.1	16,151	\$14.3
Independents (AIKCU)	8,076	\$9.7	8,383	\$11.7	8,431	\$13.2	8,950	\$14.4
For Profit (4 YR)	521	\$0.3	560	\$0.3	487	\$0.3	548	\$0.4
Total	58,885	\$57.6	63,936	\$71.9	64,500	\$80.9	64,505	\$86.0

Source: Kentucky Higher Education Assistance Authority

Appendix D: Technical Notes

Kentucky Postsecondary and Adult Education 2004-05 Fact Sheet, Page 8

Total population, median household income, percent living in poverty, and estimated percent who do not have medical insurance are all from the 2000 US Census.

Percent eligible for Medicaid is based on unpublished 2005 eligibility data from the Cabinet for Health and Family Services, Department for Medicaid Services, and US census data.

Percent of registered voters who voted in the November 2004 election is from the State Board of Elections.

Unemployment rate 2004 is from the Kentucky Office of Employment and Training.

Percent of households with a computer and internet is from the U.S. Census Bureau, Current Population Survey, October 2003.

Employment by Sector information is 2004 data from the Bureau of Labor Statistics. The self-employed and certain other workers are not included, and some data have been withheld due to BLS confidentiality rules.

Highest Level of Education information is from the 2004 American Community Survey, US Census Bureau for those aged 25 and older.

College Readiness information is based on ACT or equivalent scores by 2001 and 2002 high school graduates who entered a Kentucky postsecondary institution in fall 2002.

Public high school graduates in 2004 are from the Kentucky Department of Education.

Kentucky Adult Education enrollments in fiscal 2005 and GEDs awarded in fiscal 2005 are from Kentucky Adult Education. County enrollments may be duplicated due to participation in multiple program areas or attendance in multiple counties. State totals reflect unduplicated enrollments from county and state-level programs.

Financial Aid to Students information is from the Kentucky Higher Education Assistance Authority.

All other information is from the Council on Postsecondary Education.

Question 1: Are more Kentuckians ready for postsecondary education?

Statewide Key Indicators

1.01 K-12 student achievement – Average (mean) composite ACT score of spring high school graduates.

1.02 Scores of three or higher on Advanced Placement exams – Number of AP subject tests taken by 11th and 12th graders with scores of 3 or higher per 1,000 11th and 12th graders enrolled in public and private schools.

1.03 Incoming Kentucky high school graduates requiring remediation in mathematics or English – Percentage of entering college students who are recent graduates of Kentucky high schools with ACT subject scores of 17 or lower or equivalent scores on institutional placement exams.

1.04 Kentuckians earning GEDs – Total number of GEDs awarded in the fiscal year. State GED totals include all GEDs awarded in Kentucky to both residents and non-residents.

Institutional Key Indicator

1.05 K-12 teacher preparation – Education Professional Standards Board Quality Performance Index for teacher preparation programs, which includes Praxis II pass rates, mean scores on the New Teacher Survey, and pass rates on the Kentucky Teacher Internship Program (KTIP).

Question 2: Is Kentucky postsecondary education affordable for its citizens?

Statewide Key Indicators

2.01 Kentuckians' ability to pay for college – Net annual cost of attending college (tuition, room, and board, minus financial aid) as a percentage of median family income. The percentage is calculated separately for each of three institutional sectors (public four-year institutions, independent four-year institutions, and two-year institutions) and five family income quintiles, and then averaged over the income quintiles for each institutional sector.

2.02 Low-income Kentuckians' ability to pay for college – Tuition and fees for full-time residents at the lowest-priced public institution in the state (KCTCS) as a percentage of median family income in the lowest income quintile in the state.

2.03 State investment in need-based financial aid as compared to the federal investment – Amount of state need-based aid awarded to undergraduates as a percentage of the distribution of federal Pell grant aid by students' state of residence.

2.04 Student loan debt – Average loan amount of all Stafford and PLUS loans to undergraduate students and their parents in a fiscal year.

Institutional Key Indicator

2.05 Net cost of attendance as a percent of median family income – To be determined

Question 3: Do more Kentuckians have certificates and degrees?

Statewide Key Indicators

3.01 Ninth-graders' chance for college by age 19 – Percentage of ninth-graders who are enrolled in a postsecondary education institution four years later. The numerator is the number of first-time freshmen from the state enrolled in a postsecondary education institution, in-state or out-of-state, while the denominator is the product of the number of public school ninth-graders enrolled in the state four years earlier multiplied by a private school adjustment factor consisting of the total number of students graduating from high school in the state in the academic year divided by the number of students graduating from public high school in the state in the academic year.

3.02 College-going rate of GED graduates – Percentage of GED graduates who have enrolled in a postsecondary education institution in the same state within two years. The numerator is the number of GED graduates enrolled in a postsecondary education institution in the same state at any time within the academic year or the previous academic year, while the denominator is the number of GED awards made in the fiscal year two years prior to the academic year.

3.03 Undergraduate enrollment – Total in-state public and independent institutions' fall semester headcount of undergraduate enrollments, including full-time and part-time, degree-seeking and non-degree seeking students.

3.04 Graduate enrollment – Total in-state public and independent institutions' fall semester headcount of graduate and professional enrollments.

3.05 Degrees and other credentials awarded – Total number of certificates, diplomas, and degrees at all levels awarded during the academic year by in-state public and independent institutions.

3.06 Degrees and other credentials awarded to racial-ethnic minorities – Total number of certificates, diplomas, and degrees at all levels awarded to members of racial-ethnic minority groups during the academic year by in-state public and independent institutions.

Institutional Key Indicators

3.07 Undergraduate enrollment – Total fall semester headcount of undergraduate enrollments, including full-time and part time, degree-seeking and non-degree seeking students.

3.08 Graduate enrollment – Total fall semester headcount of graduate and professional enrollments.

3.09 Students transferring to Kentucky's four-year institutions from KCTCS – Total number of first-time transfers from KCTCS to four-year institutions in-state during the fall and spring semesters.

3.10 Graduation rate – Percentage of baccalaureate degree-seeking students who graduate within six years. The graduation rate reported for a given academic year is calculated at the conclusion of the academic year based on the baccalaureate cohort matriculating in the fall semester six years previously.

3.11 Persistence rate – Percentage of full-time and part-time credential-seeking students who have graduated, transferred, or are still enrolled three years after entry. The persistence rate reported for a given academic year is calculated at the conclusion of the academic year based on the student cohort matriculating in the summer and fall semesters three years previously.

3.12 Degrees and other credentials awarded by four-year institutions – Total number of credentials above the associate level awarded during the academic year.

3.13 Associate degrees awarded by KCTCS – Total number of associate degrees awarded during the academic year.

3.14 Certificates and diplomas awarded by KCTCS – Total number of credentials below the associate level awarded during the academic year.

3.15 Degrees and other credentials awarded to racial-ethnic minorities – Total number of credentials above the associate level awarded to members of racial-ethnic minority groups during the academic year (at four-year institutions) or total number of credentials at all levels awarded to members of racial-ethnic minority groups during the academic year (at two-year institutions).

Question 4: Are college graduates prepared for life and work in Kentucky?

Statewide Key Indicators

4.01 Performance of college graduates on statewide learning assessments – Comparison of Kentucky to national performance on WorkKeys and an assessment tool to be determined.

formance on WorkKeys and an assessment tool to be determined.

4.02 Performance of college graduates on licensure and graduate school entrance exams – Comparison of Kentucky to national performance on graduate school placement exams (GRE, LSAT, GMAT & MCAT) and professional licensure exams. Graduate school placement exam data are currently unavailable.

Institutional Key Indicators

4.03 Student engagement in the undergraduate learning experience – Institutional scores for first-year students and seniors on the NSSE benchmarks of effective educational practice (level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment) (at four-year institutions) or institutional scores for students on similar CCSSE benchmarks of effective educational practice (at two-year institutions).

4.04 Civic participation of students – Percentages of first-year students and seniors (at four-year institutions) or of all students (at two-year institutions) reporting volunteerism and that their college experience contributed to civic knowledge and skills.

Question 5: Are Kentucky's people, communities, and economy benefiting?

Statewide Key Indicators

5.01 Research and development per capita – Total extramural research and development expenditures per capita for the institutionally defined fiscal year.

5.02 College graduates remaining in Kentucky to live or work – Percentage of graduates of in-state institutions living or working in the same state five years after graduation.

5.03 Degree and other credential production in focus fields – Total number and percentage of credentials at all levels awarded in science, technology, engineering, and mathematics (STEM) fields during the academic year by in-state public and independent institutions.

5.04 Workforce training and assessment – Participation in KYAE and KCTCS workforce training and assessment programs, including KCTCS credit and non-credit workforce enrollments, fire/rescue training and employment assessments, and KYAE Workforce Projects, Workforce Alliance, and workforce assessments.

Institutional Key Indicators

5.05 Extramural research and development funding – Total extramural research and development expenditures for the institutionally defined fiscal year.

5.06 Business start-ups – Number of new business start-ups dependent upon the licensing of the institution's technology.

5.07 Educational and service agreements – Number and dollar amount of formal agreements in support of educational, applied research, or consultative services to businesses, entrepreneurs, P-12 education, government, or community groups.

5.08 Community involvement – Number of faculty and staff engaged in the community projects as extensions of their university roles.

Kentucky Postsecondary Institutions

Public Universities

Eastern Kentucky University
Richmond, KY
859.622.1000
www.eku.edu

Kentucky State University
Frankfort, KY
502.597.6000
www.kysu.edu

Morehead State University
Morehead, KY
606.783.2000
www.morehead-st.edu

Murray State University
Murray, KY
800.272-4678
www.murraystate.edu

Northern Kentucky University
Highland Heights, KY
859.572.5220
www.nku.edu

Western Kentucky University
Bowling Green, KY
270.745.0111
www.wku.edu

University of Kentucky
Lexington, KY
859.257.9000
www.uky.edu

University of Louisville
Louisville, KY
502.852.5555
www.louisville.edu

Kentucky Community and
Technical College System
Versailles, KY
859.256.3100
www.kctcs.edu

Ashland CTC
Big Sandy CTC
Bluegrass CTC
Bowling Green TC
Elizabethtown CTC
Gateway CTC
Hazard CTC
Henderson CC
Hopkinsville CC
Jefferson CTC
Madisonville CC
Maysville CTC
Owensboro CTC
Somerset CC
Southeast CTC
West Kentucky CTC

Association of Independent Kentucky Colleges and Universities

AIKCU
Frankfort, KY
502.695.5007
www.aikcu.org

Alice Lloyd College
Pippa Passes, KY
888.280.4252
www.alc.edu

Asbury College
Wilmore, KY
859.858.3511
www.asbury.edu

Bellarmino University
Louisville, KY
502.452.8131
www.bellarmino.edu

Berea College
Berea, KY
859.985.3000
www.berea.edu

Brescia University
Owensboro, KY
270.685.3131
www.brescia.edu

Campbellsville University
Campbellsville, KY
270.789.5000
www.campbellsville.edu

Centre College
Danville, KY
859.238.5200
www.centre.edu

Georgetown College
Georgetown, KY
502.863.8000
www.georgetowncollege.edu

Kentucky Christian University
Grayson, KY
606.474.3000
www.kcu.edu

Kentucky Wesleyan College
Owensboro, KY
270.926.3111
www.kwc.edu

Lindsey Wilson College
Columbia, KY
800.264.0138
www.lindsey.edu

Midway College
Midway, KY
859.846.4421
www.midway.edu

Pikeville College
Pikeville, KY
606.218.5250
www.pc.edu

Spalding University
Louisville, KY
502.452.8131
www.spalding.edu

St. Catharine College
St. Catharine, KY
859.336.5082
www.scckky.edu

Thomas More College
Crestview Hills, KY
859.341.5800
www.thomasmore.edu

Transylvania University
Lexington, KY
859.233.8300
www.transy.edu

Union College
Barbourville, KY
800.489.8646
www.unionky.edu

University of the Cumberlands
Williamsburg, KY
800.343.1609
www.cumberlandcollege.edu

Proprietary Institution

Sullivan University
Louisville, KY
502-456-6505
www.sullivan.edu

Kentucky Postsecondary Institutions

CC = Community College
 CTC = Community and Technical College
 TC = Technical College

Independent Institutions are named in italics.

